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CORRIGENDA.

Page 185. In explanation of the large increase of receipts for public schools reported for Missouri in 1879–'80, it should be mentioned that the sum given, $832,371, includes a balance on hand from the previous year.

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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., November, 1880.

SIR: I have the honor to submit my eleventh annual report, covering the year 1880.

The important relation which the Office sustains to the interests of education becomes constantly more apparent. The present year has been marked by a great increase in the amount and value of the information received at the Office with reference to the conduct of education in our own and in foreign countries and by a corresponding increase in the public demand for the distribution of information. The appropriations allowed the Office for carrying on the interchange of intelligence are entirely inadequate, whether regard be had to specific inquiries or to information which should be published in the general interest of this department of public affairs.

The matter at the disposal of the Office relates to an indefinite number of topics bearing upon the education of the young, and its publication would tend to promote the intelligence, virtue, and liberty of every individual and every community in the nation. The citizen draws from the nation the final guarantee of his rights and privileges; to his character the nation confides its peace, prosperity, and perpetuity, but leaves the legal control over the education which largely determines that character to the State in which he lives; and the State in turn leaves much of the responsibility to the community of which he forms a part. Each agency has its part to do in this great work, though each may omit to exercise some portion of its powers.[1]

The nation contributes to this general enlightenment as a liberal patron of literature, science, and culture; the great school funds of most of the States, the endowments of State universities and agricultural colleges, have come from the beneficence of the national hand; copyrights for literary productions and patents for useful inventions bear the national stamp; and the largest sums for the promotion of geographical, geological, and ethnological research come from the national treasury. If it be allowed that these are right and expedient measures, certainly then the right and expediency of furnishing all the information demanded of the Office cannot be questioned. However the funds are applied, whether for clerical work, for research, or for printing, they contribute directly and exclusively to the purpose specified in the act creating the Office.[2]

[1] The memorable words of Bishop Doane, in 1838, to the people of New Jersey, are as true now as when they were uttered, and as surely applicable to the nation as to the State or the community:

We say that *knowledge is the universal right of man;* and we need bring no clearer demonstration than that intellectual nature capable of it, thirsting for it, expanding and aspiring with it, which is God's own argument in every living soul. We say that the assertion for himself of this inherent right, to the full measure of his abilities and opportunities, is *the universal duty of man;* and that whoever fails of it thwarts the design of his Creator, and in proportion as he neglects the gift of God dwarfs and enslaves and brutifies the high capacity for truth and liberty which he inherits. And all experience and every page of history confirm the assertion, in the close kindred which has everywhere been proved of ignorance and vice with wretchedness and slavery. And we say further, that the security of this inherent right to every individual, and its extension in the fullest measure to the greatest number, is *the universal interest of man;* so that they who deny or abridge it to their fellows, or who encourage or from want of proper influence permit them to neglect it, are undermining the foundations of government, weakening the hold of society, and preparing the way for that unsettling and dissolving of all human institutions which must result in anarchy and ruin, and in which they who have the greatest stake must be the greatest sufferers.

[2] The statute establishing the Bureau says its duties and purpose "shall be to collect statistics and facts showing the condition and progress of education in the several States and Territories, and to diffuse such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems and otherwise promote the cause of education throughout the country."

The issue of circulars of information has continued. The following, prepared during the year, have been printed and distributed:

No. 1, 1880. College libraries as aids to instruction.
No. 2, 1880. Proceedings of the Department of Superintendence of the National Educational Association at its meeting at Washington, D. C., February 18–20, 1880.
No. 3, 1880. Legal rights of children.
No. 4, 1880. Rural school architecture, illustrated.
No. 5, 1880. English rural schools, illustrated.
No. 6, 1880. A report on the teaching of chemistry and physics in the United States, by Frank Wigglesworth Clarke, S. B., professor of chemistry and physics in the University of Cincinnati.
No. 7, 1880. The spelling reform.

During the current year I have deemed it advisable to issue a series of publications in a less elaborate form than the circulars of information. The following, prepared at the dates mentioned, have been printed and distributed:

August 3, 1880. Progress of western education in China and Siam.
August 7, 1880. Vacation colonies for sickly school children.
August 9, 1880. The Indian school at Carlisle Barracks.
October 18, 1880. Educational tours in France.
October 20, 1880. Industrial education in Europe.
October 25, 1880. Medical colleges in the United States.

The number of documents sent out has more than doubled during the year. The Office has supplied to correspondents at home and abroad 87,304 pieces of mail matter, of which 18,634 were letters, circulars, and inquiries, and 68,670 documents (packages); and has received from its correspondents about 19,654 pieces of mail matter, of which 17,278 were letters, circulars, receipts, and replies, and 2,378 documents.

AMERICAN CORRESPONDENTS OF THE OFFICE.

The following summary gives the number of correspondents of the Office at the head of systems and institutions of education in our country, who furnish the information contained in these reports:

Statement of educational systems and institutions in correspondence with the Bureau of Education in the years named.

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880
States and Territories	37	44	48	48	48	48	48	48	48	48
Cities	249	325	533	127	241	239	241	258	333	351
Normal schools	65	98	114	124	140	152	166	179	242	252
Business colleges	60	53	112	126	144	150	157	163	191	197
Kindergärten	.....	.....	42	55	95	149	177	217	322	385
Academies	638	811	944	1,031	1,467	1,550	1,650	1,665	1,848	1,809
Preparatory schools	.....	....	86	91	105	114	123	125	138	140
Colleges for women	136	175	205	209	249	252	264	277	294	297
Colleges and universities	290	298	323	343	385	381	385	389	402	402
Schools of science	41	70	70	72	76	76	77	80	86	88
Schools of theology	94	104	140	113	123	125	127	129	146	150
Schools of law	39	37	37	38	42	42	45	50	53	55
Schools of medicine	82	87	94	99	104	102	106	112	125	126
Public libraries	180	306	377	676	2,200	2,275	2,440	2,578	2,678	2,774
Museums of natural history	.....	50	43	44	53	54	55	55	57	57
Museums of art	.....	.....	22	27	27	31	.....	.....	37	37
Art schools	.....	.....	.....	26	29	30	.....	.....	37	38
Training schools for nurses	.....	.....	.....	.....	.....	.....	.....	.....	11	15
Institutions for the deaf and dumb	36	37	40	40	42	43	45	52	57	62
Institutions for the blind	26	27	28	28	29	29	30	31	31	31
Schools for the feeble-minded	8	.....	7	9	9	11	11	11	13	13
Orphan asylums, &c	.....	77	180	269	408	533	540	608	641	651
Reform schools	20	20	34	56	67	63	63	78	79	83
Total	2,001	2,619	3,449	3,651	6,085	6,449	6,750	7,135	7,869	8,237

STATISTICS OF EDUCATION.

Why do we seek to know the condition of education? In the answer to this question will be found the reasons for the elaborate statistical record which forms a feature of all official school reports. We take an account of education that we may know whether it is sufficient in amount and good in quality. For the full determination of these conditions it would be necessary to wait until the education of each individual had been tested by his life work.

The present methods of statistical computation can only approximate the final result. They deal with the school period and leave the rest to be inferred from the results thus far ascertained. How shall we know fully and accurately what is accomplished in the school period? We must have clearly before us all subjects taught and studied, beginning with the first formal work under the teacher and ending with the highest instruction imparted in whatever profession or specialty. We must know the number of pupils pursuing each branch, the length of time devoted to it, the proficiency attained, and the ages of the pupils. As a general rule it may be expected that these ages will bear some relation to the grade of study; the first year of legal school age will be likely to be occupied with the first year's grade of school work; afterwards the indefiniteness increases.

In some quarters a considerable approach to the desired result is seen in the statistical statements. Ohio is able to give the number in each of the branches taught in 1880, as follows:

Alphabet	98,769	Geometry	3,951
Reading	630,695	Trigonometry	1,349
Spelling	648,972	Surveying	188
Penmanship	559,738	Chemistry	1,737
Arithmetic	543,102	Geology	972
Geography	267,618	Botany	3,205
English grammar	194,973	Astronomy	1,317
Composition	142,323	Book-keeping	2,672
Drawing	124,019	Natural history	575
Vocal music	151,407	Mental philosophy	447
Map drawing	65,131	Moral philosophy	134
Oral lessons	213,413	Rhetoric	1,818
United States history	31,171	Logic	175
Physiology	5,790	Latin	7,140
Physical geography	20,388	Greek	448
Natural philosophy	5,177	French	418
German	40,813	General history	2,054
Algebra	19,433		

In Alabama, Arkansas, Georgia, South Carolina, Tennessee, and West Virginia there is an approach to this result. In California the number in each grade is given. In the city of Newcastle, Del., the branches taught are enumerated; but this is not done for the State. Florida enumerates those in studies above the primary; Michigan and Minnesota, pupils in some of the higher branches; New Jersey is expected to have the number in each study for 1881. In Pennsylvania the number in special studies and higher branches is given, and in Baltimore the number in different grades. In Virginia the number in graded schools and in higher branches is given.

There is a commendable effort to present the statistics in this full and satisfactory form; but it requires time for legislation and to change the manner of keeping records and making reports.

Increased attention recently bestowed upon courses of study has resulted in the elaboration of several in which great consideration has been shown to psychological conditions and the necessities of pupil life; they have therefore decided pedagogical

merit. The diversity of nomenclature in these best arranged courses as yet greatly reduces their value for purposes of philosophical study and comparison; and when the inquirer passes out of their range and endeavors to find out what is accomplished where no definite course is attempted, he finds himself entirely baffled in his endeavor to determine the precise educational value of these statistics. I believe the removal of this difficulty may be left appropriately to superintendents and teachers, who know the practical value of the result desired and need only to agree upon a settled meaning for the terms employed. I have pointed out this desideratum from time to time, but have not felt called upon to press it urgently, since it has been evident that all who understand the real value of correct educational information recognize the importance of a change in this respect.

When the assignment of studies for each year of school life has been made in each of the several States it will be comparatively an easy task to report the number and the ages of pupils in attendance upon each year of the course, the time of entrance, continuance, and promotion for each, and the number whose school days end in each stage of the series. It will be seen that there is herein no suggestion that every system should be the same or that all localities should have an unvarying programme; but simply that all shall agree as to the terms employed and the methods of reporting, so as to facilitate a comparative study of the respective systems.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, from 1871 *to* 1880.

	1871.			1872.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	(a)	19,448	1,417,172	(b)	20,194	1,215,897
Normal schools	65	445	10,922	98	773	11,778
Commercial and business colleges	60	168	6,460	53	263	8,451
Kindergärten						
Institutions for secondary instruction	638	3,171	80,227	811	4,501	98,929
Preparatory schools c						
Institutions for the superior instruction of women	136	1,163	12,841	175	1,617	11,288
Universities and colleges	290	2,962	49,827	298	3,040	45,617
Schools of science	41	303	3,303	70	724	5,395
Schools of theology	94	369	3,204	104	435	3,351
Schools of law	39	129	1,722	37	151	1,976
Schools of medicine, of dentistry, and of pharmacy	82	750	7,045	87	726	5,995
Training schools for nurses						
Institutions for the deaf and dumb	38	242	3,539	36	267	4,337
Institutions for the blind	26	388	2,032	27	513	1,856
Schools for feeble-minded children	9		886			
Orphan asylums, industrial schools, and miscellaneous charities.				77	852	10,324
Reform schools	20		5,897	26	331	4,230

a 266 cities were included in 1871; their aggregate population was 7,901,821.

b 326 cities were included in 1872; their total population according to the census of 1870 was 8,036,937.

c In 1871 and 1872 this class of schools was included in the table of institutions for secondary instruction.

Statistical summary of institutions, instructors, and students, &c. — Continued.

	1873.			1874.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	(a)	27,726	1,564,063	(b)	16,488	976,837
Normal schools	114	887	16,620	124	966	24,405
Commercial and business colleges	112	514	22,397	126	577	25,892
Kindergärten				55	125	1,636
Institutions for secondary instruction	944	5,058	118,570	1,031	5,466	98,179
Preparatory schools	86	690	12,487	91	697	11,414
Institutions for the superior instruction of women	205	2,120	24,613	209	2,285	23,445
Universities and colleges	323	3,106	52,053	343	3,783	56,692
Schools of science	70	747	8,950	72	609	7,244
Schools of theology	110	573	3,838	113	597	4,356
Schools of law	37	158	2,112	38	181	2,585
Schools of medicine, of dentistry, and of pharmacy	94	1,148	8,681	99	1,121	9,095
Training schools for nurses						
Institutions for the deaf and dumb	40	289	4,534	40	275	4,900
Institutions for the blind	28	545	1,916	29	525	1,942
Schools for feeble-minded children	9	213	758	9	312	1,265
Orphan asylums, industrial schools, and miscellaneous charities	178	1,484	22,107	269	1,678	26,360
Reform schools	34	579	6,858	56	693	10,848

	1875.			1876.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	(c)	22,152	1,180,880	(d)	23,504	1,343,487
Normal schools	137	1,031	29,105	151	1,065	33,921
Commercial and business colleges	131	594	26,109	137	599	25,234
Kindergärten	95	216	2,809	130	364	4,090
Institutions for secondary instruction	1,143	6,081	108,235	1,229	5,999	106,647
Preparatory schools	102	746	12,954	105	736	12,369
Institutions for the superior instruction of women	222	2,405	23,795	225	2,404	23,856
Universities and colleges	355	3,999	58,894	356	3,920	56,481
Schools of science	74	758	7,157	75	793	7,614
Schools of theology	123	615	5,234	124	580	4,268
Schools of law	43	224	2,677	42	218	2,664
Schools of medicine, of dentistry, and of pharmacy	106	1,172	9,971	102	1,201	10,143
Training schools for nurses						
Institutions for the deaf and dumb	41	203	5,087	42	312	5,209
Institutions for the blind	29	498	2,054	29	580	2,083
Schools for feeble-minded children	9	317	1,372	11	318	1,560
Orphan asylums, industrial schools, and miscellaneous charities	278	1,789	54,204	385	3,197	47,439
Reform schools	47	678	10,670	51	800	12,087

a 533 cities, towns, and villages were included in 1873, which had a population of 10,042,892.

b 127 cities, containing 10,000 inhabitants or more, were included in 1874; their aggregate population was 6,037,905.

c 177 cities, each containing 7,500 inhabitants or more, reported in 1875; their aggregate population was 8,804,654.

d 192 cities, of 7,500 inhabitants or more, reported in 1876; their aggregate population was 9,128 955.

Statistical summary of institutions, instructors, and students, &c.—Continued.

	1877.			1878.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	(a)	23,830	1,249,271	(b)	27,944	1,556,974
Normal schools	152	1,189	37,082	156	1,227	39,669
Commercial and business colleges	134	568	23,496	129	527	21,048
Kindergärten	129	336	3,931	159	376	4,797
Institutions for secondary instruction	1,226	5,963	98,371	1,227	5,747	100,374
Preparatory schools	114	796	12,510	114	818	12,538
Institutions for the superior instruction of women	220	2,305	23,022	225	2,478	23,639
Universities and colleges	351	3,908	57,334	358	3,885	57,987
Schools of science	74	781	8,559	76	809	13,153
Schools of theology	124	564	3,965	125	577	4,320
Schools of law	43	175	2,811	50	196	3,012
Schools of medicine, of dentistry, and of pharmacy	106	1,278	11,225	106	1,337	11,830
Training schools for nurses	.....	.....	.....	.....	.....	.....
Institutions for the deaf and dumb	43	346	5,743	52	372	6,076
Institutions for the blind	30	566	2,179	30	547	2,214
Schools for feeble-minded children	11	355	1,781	11	422	1,981
Orphan asylums, industrial schools, and miscellaneous charities.	.....	.....	.....	389	3,688	67,082
Reform schools	.....	.....	.....	68	996	13,966

	1879.			1880.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	(c)	28,903	1,669,899	(d)	29,264	1,710,461
Normal schools	207	1,422	40,029	220	1,466	43,077
Commercial and business colleges	144	535	22,021	162	619	27,146
Kindergärten	195	452	7,554	232	524	8,871
Institutions for secondary instruction	1,236	5,961	108,734	1,264	6,009	110,277
Preparatory schools	123	818	13,561	125	860	13,239
Institutions for the superior instruction of women	227	2,323	24,605	227	2,340	25,780
Universities and colleges	364	4,241	60,011	364	4,160	59,594
Schools of science	81	884	10,919	83	953	11,584
Schools of theology	133	600	4,738	142	633	5,242
Schools of law	49	224	3,019	48	229	3,134
Schools of medicine, of dentistry, and of pharmacy	114	1,495	13,321	120	1,660	14,006
Training schools for nurses	11	51	298	15	59	323
Institutions for the deaf and dumb	53	379	6,391	56	418	6,657
Institutions for the blind	30	509	2,213	30	532	2,032
Schools for feeble-minded children	13	491	2,234	13	486	2,472
Orphan asylums, industrial schools, and miscellaneous charities.	411	4,004	75,020	430	4,217	59,161
Reform schools	67	1,066	14,216	68	1,054	11,921

a 195 cities, of 7,500 inhabitants or more, reported in 1877; their aggregate population was 9,099,025.
b 218 cities, of 7,500 inhabitants or more, reported in 1878; their aggregate population was 10,224,270.
c 240 cities, of 7,500 inhabitants or more, reported in 1879; their aggregate population was 10,801,814.
d 244 cities, of 7,500 inhabitants or more, reported in 1880; their aggregate population was 10,700,800.

TABLE I.—PART 1.—*Summary* (A) *of school age, population, enrolment, attendance, &c.*

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Alabama	7–21	388,003	.....	179,490	117,978	80
Arkansas	6–21	247,547	.....	70,972	.....	.....
California	5–17	215,978	.....	158,765	100,966	146.6
Colorado	6–21	35,566	26,969	22,119	12,618	*a*89
Connecticut	4–16	140,235	*b*116,860	119,694	*c*78,421	179.02
Delaware	6–21	35,459	.....	27,823	.....	*d*158
Florida	4–21	88,677	.....	39,315	27,046	.....
Georgia	6–18	*a*433,444	.....	236,533	145,190	.....
Illinois	6–21	1,010,851	.....	704,041	431,038	150
Indiana	6–21	703,558	.....	511,283	321,659	136
Iowa	5–21	586,556	*b*375,356	426,057	259,836	148
Kansas	5–21	340,647	254,953	231,434	137,667	121
Kentucky	*e*6–20	545,161	.....	265,581	*b*193,874	102
Louisiana	6–18	273,845	.....	68,440	45,626	118
Maine	4–21	214,656	.....	149,827	103,113	120
Maryland	5–20	*f*330,590	.....	162,431	85,778	*g*176
Massachusetts	5–15	307,321	.....	306,777	233,127	177
Michigan	5–20	506,221	.....	362,556	*b*213,898	141
Minnesota	5–21	*h*271,428	.....	180,248	*b*117,161	94
Mississippi	5–21	426,689	.....	236,704	156,761	77.5
Missouri	6–20	723,484	.....	476,376	*b*219,132	*a*100
Nebraska	5–21	142,348	.....	92,549	*b*60,156	109
Nevada	6–18	10,592	.....	9,045	5,401	142.8
New Hampshire	5–15	*b*71,132	.....	64,341	48,966	105.3
New Jersey	5–18	330,685	281,283	204,961	115,194	192
New York	5–21	1,641,173	.....	1,031,593	573,089	179
North Carolina	6–21	459,324	.....	225,606	147,802	54
Ohio	6–21	*a*1,043,320	*a*770,070	747,138	476,279	150
Oregon	4–20	59,615	.....	37,533	27,435	89.6
Pennsylvania	6–21	*f*1,370,000	.....	937,310	601,627	147
Rhode Island	5–15	52,273	.....	44,780	29,065	184
South Carolina	6–16	*i*228,128	*i*228,128	134,072	.....	77
Tennessee	6–21	544,862	.....	290,141	191,461	68
Texas	8–14	230,527	.....	186,786	.....	*g*73
Vermont	5–20	*h*92,831	.....	75,238	48,606	125
Virginia	5–21	555,807	383,979	220,736	128,404	113
West Virginia	6–21	210,113	160,392	142,850	91,704	99
Wisconsin	4–20	483,229	.....	299,258	197,510	162.5
Total	.....	15,351,875	2,597,990	9,680,403	5,744,188	.....
Arizona	6–21	7,148	.....	4,212	2,847	109
Dakota	5–21	12,030	.....	8,042	3,170	88
District of Columbia	6–17	43,558	40,654	26,439	20,637	193
Idaho	5–21	.....	.....	6,758	.....	.....
Montana	4–21	7,070	.....	3,970	2,506	96
New Mexico	*j*7–18	*f*38,260	.....	*j*5,151	.....	*j*132

a In 1879.
b Estimated.
c For the winter.
d For white schools only.
e For whites; for colored, 6–16.
f Estimated by the Bureau.
g In the counties.
h In 1878.
i In 1877.
j In 1875.

TABLE I.—PART 1.—*Summary* (A) *of school age, population, &c.*—Continued.

Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Utah	6–18	40,672	.....	24,326	17,178	128
Washington	a5–21	a24,223	.....	a14,032	a9,585	a87.5
Wyoming	a7–21	.....	.....	a2,090	a1,287	.....
Indian:						
Cherokees	.....	5,413	.....	3,048	1,845	.....
Chickasaws	.....	.....	.....	a650	b426	.....
Choctaws	.....	2,600	.....	a1,400	ab921	.....
Creeks	.....	3,431	.....	a800	ab582	.....
Seminoles	.....	.....	.....	a200	a170	.....
Total	.....	184,405	40,654	101,118	61,154	.....
Grand total	.....	15,536,280	2,638,644	9,781,521	5,805,342	.....

a In 1879. b Estimated.

SCHOOL AGES IN THE UNITED STATES.

The following diagram shows that there are sixteen different school ages in the States and Territories; the longest, extending from four years of age to twenty-one, covers a period of seventeen years, and the shortest, from eight years of age to fourteen, a period of six years only.

Diagram No. 1, *showing the different school ages in the States and Territories during* 1880.

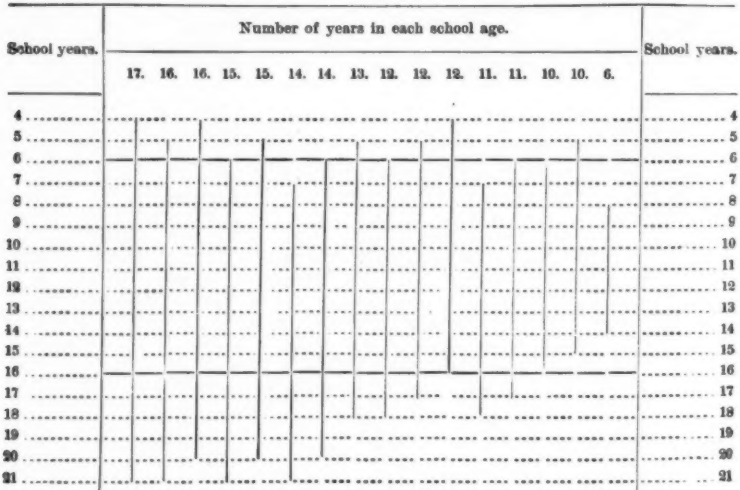
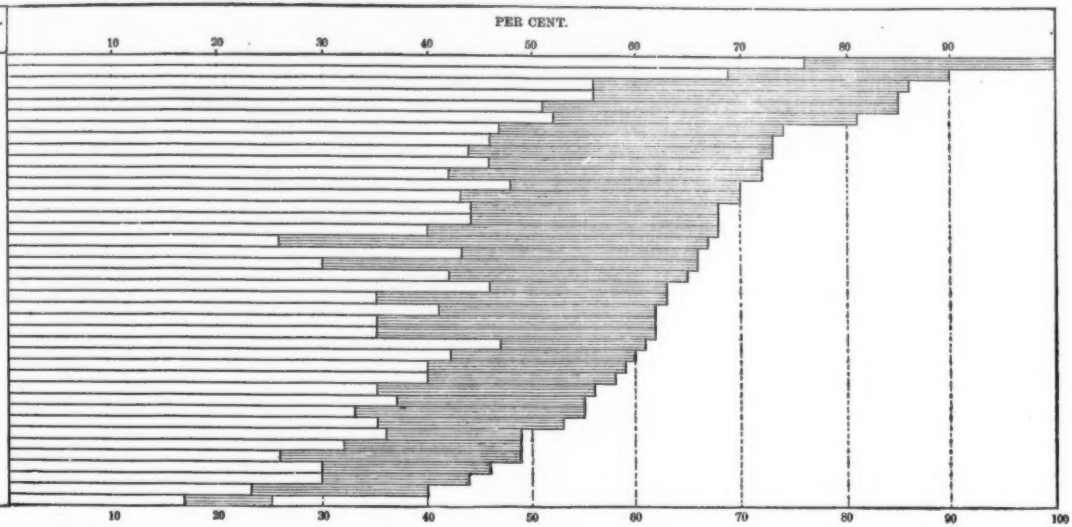


Diagram No. 2,

Showing the relation of average attendance and enrolment to school population in certain States and Territories for the year 1880.

States and Territories.	Av'ge attendance.	Enrolment.
Massachusetts	76	100
New Hampshire	69	90
Rhode Island	66	86
Connecticut	66	85
Nevada	61	85
Vermont	62	81
California	57	74
Indiana	46	73
Iowa	44	73
Ohio	46	72
Michigan	42	72
Maine	48	70
Illinois	43	70
Pennsylvania	44	68
West Virginia	44	68
Kansas	40	68
Dakota	26	67
Minnesota	43	66
Missouri	30	66
Nebraska	42	65
Oregon	46	63
New York	35	63
Wisconsin	41	62
Colorado	35	62
New Jersey	35	62
Dis't of Columbia	47	61
Utah	42	60
Arizona	40	59
Wash. Territory	40	58
Montana	35	56
Mississippi	37	55
Georgia	33	55
Tennessee	25	53
Kentucky	36	49
North Carolina	32	49
Maryland	28	49
Alabama	30	46
Florida	30	44
Virginia	23	40
Louisiana	17	25

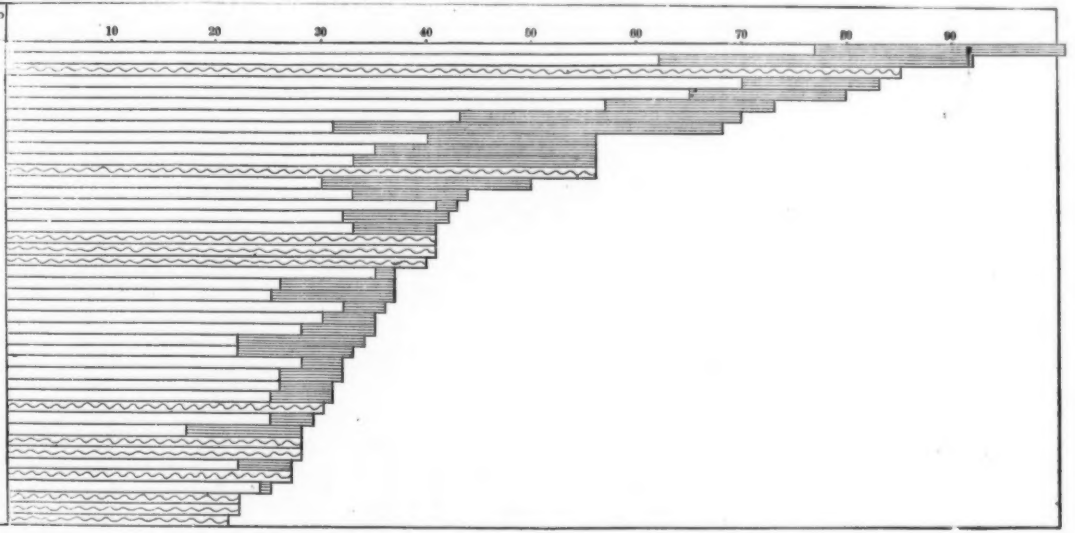


Explanation.—If the population of school age in Louisiana be put at 100, the public school enrolment of that State is 25 and the average attendance on public schools is 17; so of the other States. Full statistics have not been received from Arkansas, Delaware, South Carolina, Texas, Idaho Territory, Indian Territory, or New Mexico; therefore they are not included in this diagram.

Diagram No. 3,

Showing the average monthly pay of male and female teachers in the public schools of the States and Territories.

States and Territories.	Paid to women.	Paid to men.
Nevada	$77	$101
Dis't of Columbia	62	92
Idaho	85	85
Arizona	70	83
California	65	80
Montana	57	73
Rhode Island	43	70
Massachusetts	51	68
Ohio	50	56
Connecticut	35	56
New Jersey	33	56
Wyoming	56	56
Georgia	30	50
Oregon	33	44
Colorado	41	43
Illinois	32	42
Wash. Territory	33	41
Maryland	41	41
New York	41	41
Florida	40	40
Indiana	35	37
Michigan	26	37
Wisconsin	25	37
Nebraska	32	36
Missouri	30	35
Minnesota	28	35
New Hampshire	22	34
Maine	22	33
Pennsylvania	28	32
Kansas	26	32
Iowa	26	31
Delaware	25	31
Mississippi	30	30
Virginia	25	29
Vermont	17	28
Louisiana	28	28
West Virginia	28	28
Dakota	22	27
Tennessee	27	27
South Carolina	24	25
Kentucky	22	23
North Carolina	22	22
Alabama	21	21



Explanation.—The average pay of female teachers is shown in the left or white part of the column; the excess of the average pay of male teachers by the right or gray part of the column. Where the average pay is not reported by sex, the column is distinguished by a waved line.

TABLE I.—PART 1.—*Summary (B) of the number of teachers employed in the public schools and the average monthly salary of teachers in the respective States and Territories.*

States.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Alabama	2,944	1,671	(a)$20 96)	
Arkansas	1,432	395	b$50 00	b$40 00
California	1,208	2,387	80 26	64 73
Colorado	247	431	c42 84	c40 87
Connecticut	d746	d2,354	56 43	35 45
Delaware	(594)		a30 83	a24 79
Florida	675	420	(b40 00)	
Georgia	(6,000)		50 00	30 00
Illinois	8,834	13,421	41 92	31 80
Indiana	7,802	5,776	37 20	35 20
Iowa	7,254	14,344	31 16	26 28
Kansas	3,506	4,274	32 47	25 98
Kentucky	4,418	2,346	(e21 75)	
Louisiana	(2,025)		(27 50)	
Maine	f2,325	f4,609	32 97	21 68
Maryland	1,330	1,795	(41 06)	
Massachusetts	1,133	7,462	67 54	30 59
Michigan	4,072	9,877	37 28	25 73
Minnesota	1,874	3,341	35 29	27 52
Mississippi	3,411	2,158	(30 05)	
Missouri	6,068	4,379	gh35 00	gh30 00
Nebraska	1,670	2,430	36 12	31 92
Nevada	92	105	101 47	77 00
New Hampshire	580	2,880	34 12	22 23
New Jersey	901	2,486	55 82	32 90
New York	7,992	22,738	(41 40)	
North Carolina	3,040	1,090	(21 75)	
Ohio	11,326	12,358	56 00	39 00
Oregon	635	679	44 19	33 38
Pennsylvania	9,732	11,643	32 36	28 42
Rhode Island	294	1,001	70 24	42 99
South Carolina	1,887	1,284	25 24	23 89
Tennessee	4,707	1,247	(26 66)	
Texas	3,083	1,278	.....	.....
Vermont	725	3,601	27 84	17 44
Virginia	3,009	1,864	29 20	24 65
West Virginia	3,104	1,030	(28 19)	
Wisconsin	2,918	7,197	i37 14	i24 91
Total number of teachers in States	(280,034)		.....	.....

a For white teachers.

b In 1878.

c In ungraded schools; in graded schools the average salary of men is $101.75; of women, $64.39.

d Estimated.

e In cities and towns organized as one district the average salary of men is $98; of women, $43.

f Number of males employed in winter; number of females in summer.

g In 1879.

h In graded schools the average salary of men was $87; of women, $40.

i In the counties; in the independent cities the average salary of males is $85.74; of females, $35.06.

TABLE I.—PART 1.—*Summary of the number of teachers employed, &c.*—Continued.

Territories.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Arizona	48	53	$83 00	$70 00
Dakota	134	152	26 70	21 90
District of Columbia	34	399	90 16	62 24
Idaho	(a100)		85 00	.....
Montana	62	99	71 64	56 41
New Mexico	b132	b15	.....	.....
Utah	282	235	c35 00	c22 00
Washington	d236	d324	d41 14	d33 34
Wyoming	e20	e29	(e55 94)	
Indian:				
Cherokees			.....	.....
Chickasaws			.....	.....
Choctaws	(e196)		d50 00	d50 00
Creeks			.....	.....
Seminoles			d50 00	d50 00
Total number of teachers in Territories	(2,610)		.....	.....
Grand total	(282,644)		.....	.....

a Number necessary to supply the schools; actual number of schools, 155.
b In 1875. *c* In 1878. *d* In 1879. *e* In 1877.

In 1870 the correspondents of the Office included the public school officers of thirty-seven States and Territories. At present all of the thirty-eight States and eleven Territories are represented in the list. A comparison of Table I with the corresponding table of 1870 will show marked increase in the amount and greater uniformity in the character of the information furnished to the Office from the several States. Table I has, in consequence, been increased by the addition of a number of headings under which no returns were possible ten years ago; such are those relating to the duration of the school year, the distribution of school population as regards sex and age, and the sources of revenue.[1]

The expression "State systems," generally employed with reference to the free schools in the United States, indicates the perfect independence of each State in the management of its educational affairs. For obvious reasons the different practices growing out of such independence will never entirely disappear, nor is it desirable that they should; nevertheless the last ten years have witnessed an approach towards uniformity in the general outlines of the systems which seems remarkable in view of the diversity of educational conditions in the several States prior to 1870, the opposite theories which prevailed in different sections, and the great contrast between the newly settled States and the older Commonwealths in social conditions and available resources. The agreement in the systems as now reported is not so apparent in the increase of intelligence or the decline of illiteracy as in particulars which admit of tabulated representation, the machinery, as it is sometimes termed, of education. It cannot be denied, however, that this machinery, this order of procedure, which gives rise to different ranks, progression of exercises, grades, &c., furnishes convenient, indeed necessary, means for the systematic conduct and examination of the work of public instruction. It is this fact which gives significance to Table I. There are brought into comparative view the conditions of intelligence comprehended in the public school

[1] For detailed statements of the changes and growth in public school systems since 1870, see the heading State School System, under the respective States, in the abstracts following.

systems of the States. The results, as manifested in the development of individuals and the increase of knowledge, must be learned from other sources.

In all the States public instruction is provided (1) in rural schools, which are in general ungraded, and (2) in city schools, which are graded from primary to high, inclusive. All the States contemplate and most of them have some provision for the special training of teachers and some prescribed mode for ascertaining their qualifications and regulating their appointment.

In 1870 Delaware and Oregon had no State executive school officer. Now every State system includes a department of supervision, whose chief officer is elected by the people in 21 States, appointed by the governor in 8, elected by the legislature in 3, and appointed by the State board of education in 6. However much the duties and authority of this officer vary in the several States, he is in every instance required to make reports. Every agency promoting the improvement of schools is affected by these reports. It is hardly possible to overestimate their value.

RURAL SCHOOLS.

The difficulties in the way of any particular exhibit of the condition of rural schools have been plainly stated in my previous reports. Within the last two years information concerning these schools has been somewhat fuller and more explicit, and as a consequence their deficiencies and their wants are more clearly perceived. From what has been accomplished during the last two years, there is good ground for belief that the improvement of this class of schools will be steady and rapid. To realize the important relation they bear to the public welfare, we have only to remember that upwards of two-thirds of our youth must look to them for instruction. By means of rural schools the whole tone of life in agricultural districts may be elevated and a more uniform standard of intelligence maintained throughout the various sections of our country.

The district system as it exists in a considerable number of the States is a great hindrance to the efficiency of the rural schools. Its disastrous effects are summed up in reports from every section: small schools, short terms, meagre salaries, poor teachers, incessant change, multiplicity of irresponsible officers, and instruction devoid of spirit and lacking the conditions necessary to steady progression.

Hon. N. A. Luce, State superintendent of common schools in Maine, thus graphically illustrates the situation:

> Statistics on file in this office collected * * * last year from 292 towns show 702 summer terms of school, in which the average attendance ranged from two to twelve pupils. Assuming like conditions to exist in the towns not reporting, there were at least 1,200 out of 4,000 school districts in the State in which the schools were thus small and short, and poor necessarily. The story in regard to very many of these is told in the following extract from the annual report of the school committee of one of our towns:
>
> "District No. 27.—Number of scholars in district, 3; number registered in summer school, 3; average attendance, 2; length of term, 5 weeks. The two pupils attending regularly made fair progress considering the brief length of the term. No winter term."

The township system is universally recommended as a substitute for the district, and the time seems to have come when the legislatures of the States should meet the demand.

GRADED COURSES OF STUDY IN RURAL SCHOOLS.

The efficiency of these schools would be greatly increased by proper attention to the order and continuity of studies; on this point the experience of other countries will be found suggestive. The Austrian school law of April 18, 1869, makes provision for graded elementary schools and ungraded elementary schools, the former being intended for cities and towns and the latter for villages. Both the graded and the ungraded schools admit children between the ages of six and fourteen, which is the obligatory school age. In the graded schools there is a teacher for every class, the

number of pupils in a class seldom exceeding 50. In the ungraded schools, however, there is, as a rule, only one teacher, who has to instruct from 100 to 150 pupils. The law of 1869 fixes the maximum number of pupils to one teacher at 80, but the majority of communities are too poor to provide for more than one teacher. The following are the courses of instruction prescribed for ungraded schools:

School of three divisions.

Branches of instruction.	First division.	Second division.	Third division.
	First school year.	Second, third, and fourth school years.	Fifth, sixth, seventh, and eighth school years.
	Hours.	*Hours.*	*Hours.*
Religious instruction	2	2	2
Mother tongue	12	10	10
Arithmetic	4	4	4
Natural history	.....	2	2
Geography and history	.....		2
Writing	.....	2	2
Drawing and elementary geometry	.....	2	a3
Singing	1	1	1
Gymnastics	.....	2	2
Total number of hours a week	19	25	28

a For girls, 1 hour.

School of two classes, each having two divisions.

Branches of instruction.	First class.		Second class.	
	First division.	Second division.	First division.	Second division.
	First school year.	Second and third school years.	Fourth, fifth, and sixth school years.	Seventh and eighth school years.
	Hours.	*Hours.*	*Hours.*	*Hours.*
Religious instruction	1	1	2	2
Mother tongue	12	12	10	10
Arithmetic	4	4	4	4
Natural history	.....	.....	2	2
Geography and history	.....	.....	2	2
Writing	.....	2	2	2
Drawing and elementary geometry	.....	1	a3	a3
Singing	1	1	1	1
Gymnastics	.....	1	2	2
Total number of hours a week	18	22	28	28

a For girls, 1 hour.

Besides the above branches, girls receive instruction in needlework in all the ungraded schools.

In our own country, graded courses of study, wherever adopted, have accomplished excellent results Hon. J. P. Wickersham, State superintendent of public instruction of Pennsylvania, bears testimony to this effect.

George A. Walton, agent of the Massachusetts board of education, says:

The examinations which were made last year in two grades of the schools of Norfolk County, and of which a report was published in the appendix to the forty-third annual report of the board, originated in an effort to find a proper basis for a course of studies which, so far as the leading branches of study were concerned, should be uniform for the county. So different were the theories of what the schools should aim to accomplish and so diverse the methods and various the means for carrying out the theories, it would be hardly possible to make out a course which would be generally accepted throughout the county. No detailed report was at first contemplated, but simply a statement of the general result upon the basis assumed. But the examinations revealed such a diversity of attainments in these fundamental branches that it seemed advisable to present to the school officers of the county a statement of the results in detail, if for no other reason than that their study might lead to greater uniformity in the aims and methods of the schools.

Mr. Walton again says:

Observations in the schools show that where there is no well arranged course of studies the schools are very imperfectly graded. They also show that the schools are well graded in proportion to the vigilance of school officials in holding the teachers to the prescribed course through their examinations and through the examination of the several classes in passing over the course prescribed. And actual results demonstrate that at least one year in six is saved in completing the ordinary branches of study by even an imperfect grading of the schools.

Hon. F. M. Campbell, State superintendent of public instruction of California, regrets that under the new provisions "the power to adopt a county course of study is vested nowhere."

Hon. Leon. Trousdale, State superintendent of public schools of Tennessee, has addressed a circular to teachers through county superintendents setting forth a flexible system of grading.

At the meeting of the State Teachers' Association of Colorado in January, 1880, a committee was appointed to prepare a course of study for ungraded schools. In recommending to teachers and officers throughout the State the course adopted. Hon. J. C. Shattuck, State superintendent, says:

Believing that our country schools will be controlled in the future, as they have been in the past, by a shifting procession of inexperienced teachers, this effort to assist them by furnishing an outline of the work they are expected to do commends itself to me as reasonable and important. Within the limits of this course there is room enough for the full exercise of the invention and individuality of such as have them, while the less gifted will find these suggestions a daily help and guide.

Upon county superintendents, more than all others, depends the introduction or use of this course of study. It will not introduce itself. It will require the patient, persistent labor of years. Is not the end worth the effort?

Hon. J. L. Denton, State superintendent of public instruction of Arkansas, in his annual report recommends the course of study for ungraded schools prepared for Illinois.

Hon. W. C. Whitford, State superintendent of public instruction of Wisconsin, reports very encouraging progress in the introduction of the "graded system" into rural districts.

There seems to be no excuse for delay in the universal application of a plan at once so simple and effective. The branches taught in the country schools are few in number (being in general only orthography, reading, writing, grammar, geography, and arithmetic), and it requires but little thought to systematize the instruction or to adjust a model scheme to the requirements of particular schools.

SELECTION AND APPOINTMENT OF TEACHERS.

Great complaint is made of the lack of competent teachers in the rural schools. This arises from the insufficient number of trained teachers, bad modes of appointment, low salaries, short school years, and uncertain tenure of office. Facts bearing upon the first named condition are given in Table I and under the head of State School System in the abstracts. The township system has a favorable effect upon the other conditions, but will not of itself accomplish complete reform.

The present modes of appointment are open to severe criticism. In most of the States the matter rests virtually with county superintendents or local trustees; but, as no standards of qualification obtain for these officers, their judgment of teachers is exceedingly unreliable. Efforts have recently been made in certain of the States to place this matter of appointment on a better basis. In Connecticut the council of education recommends to the legislature the passage of an act in regard to the examination of teachers. In Vermont the association of teachers has prepared a plan to be submitted to the legislature looking to improved methods of appointing and licensing teachers. It must be admitted that with all defects in training and in modes of appointment the teachers are better than their wages.

By reference to Table I, Part 1, columns of average duration of school in days and of average monthly salaries, the current rates in the several States can be readily ascertained.

METHODS OF COMPUTING AVERAGE MONTHLY SALARIES.

The methods of computing the average monthly salaries of teachers have not been uniform. Special attention was called to this by a letter received from State Superintendent Slade, of Illinois, containing the following statement and inquiry:

In making up statistics in this office my attention has been called to two ways of reaching averages of teachers' wages. For instance, if two teachers are employed in a township, one at $60 a month and the other at $100, the average may be stated to be $80 a month. Or, the first, being employed six months, receives $360; the second, being employed ten months, receives $1,000; making a total payment for sixteen months of $1,360, an average of $85 a month.

This last is the average that has heretofore been sought in this State. It occurs to me to ask you whether this is the practice in other States. If the practice is not uniform throughout the States, comparison of averages cannot be fairly made; for since, as a rule, the teachers who receive the higher wages are employed for the longer terms, the second way stated will give a higher average than the first.

A copy of this letter was forwarded to the State and territorial superintendents and to several city superintendents, with a request that they should inform this Office of the method of computation employed in their respective offices. The answers received which make a definite reply to the inquiry describe the practices of a large number of offices. The first method mentioned by Superintendent Slade is employed in Colorado, Florida, Indiana, Maine, Minnesota, Nebraska, South Carolina, Tennessee, Wisconsin (?), and Washington Territory; methods essentially like the first are used in Connecticut and in New Hampshire; the first is the commoner method employed by county officials in Missouri. The second method is employed in Alabama, Illinois, Louisiana (in counties), Michigan, New Jersey, North Carolina, Rhode Island, Virginia (in counties), and West Virginia; methods similar to the second, in Iowa and Dakota.

In the cities the teachers are employed an equal number of months usually, and therefore the varying element of time does not enter into the computation of teachers' wages. The same is true in Maryland and the District of Columbia.

Answers which do not fall readily into the above classification have been received from New York, Ohio, South Carolina, and Vermont.

Superintendent Gilmour, of New York, reports that average yearly and average weekly wages are computed. "The first is ascertained by dividing the whole amount expended for teachers' wages by the number of duly qualified teachers employed for the full legal term of school, 28 weeks; the second, by dividing the average yearly

salary by the average number of weeks schools were taught." Hon. J. J. Burns, State school commissioner of Ohio, says: "We divide the whole amount expended for tuition by the aggregate of the number of months taught." In Vermont, township averages are obtained by dividing the whole amount paid teachers by the aggregate number of weeks taught in town; county averages, by dividing the sum of the several township averages by the number of towns in the county; State averages, by dividing the sum of county averages by the number of counties.

Several superintendents gave opinions worthy of consideration. Hon. J. G. Baird, assistant secretary of the Connecticut board of education, says:

It is not easy to give a perfectly accurate statement of the average wages per month of teachers. That could be obtained only by having certain data which the average school committee cannot always be relied upon to give: (1) the exact aggregate length of time which the schools of a particular town, in any given year, have been taught by male teachers; (2) the exact amount of compensation received by these teachers in the aggregate; (3) the exact amount of time that the schools, as aforesaid, have been taught by female teachers; (4) the exact amount of their total compensation. The first two, properly used, give the average per month of male teachers; the last two, of female teachers for the town in question. Then to obtain the average for any county it is necessary to add together all the several lengths of time in all the towns of the county, for male teachers, and to obtain in the same way the grand total of their compensation; then, to use these totals in the proper way. In the same manner for female teachers.

Then, further, to ascertain the average wages per month for the State the total amount of time taught by all the male teachers in the State must be found by adding up the totals of all the counties; and the total of all their wages must be found in like manner. And so of female teachers.

Superintendent Smart, of Indiana, makes the following remarks in his letter:

I believe that the second method will not produce the average *wages* of teachers, but that it will produce the average *cost of a month's tuition*, which is a very different thing.

If we wish to find the average compensation of teachers in any State, we must find how many teachers are employed at a specific price per month, and how many are employed at another specific price per month, and so on, and make the average from the primary statement.

Superintendent Newell, of Maryland, closes his letter with the following remark:

In connection with this subject there is another point to which I think the attention of statisticians should be directed, namely, the number of months for which the salary is paid during the year; for a school that pays $60 a month for 10 months is better in every respect than one which pays $70 for 8 months; yet by the tables the latter would seem the best. The substitution of actual yearly earnings for monthly salary would remove this source of false inference.

Superintendent Beadle, of Dakota, says:

We find the total number of months taught by all the teachers reported and the total amount paid them for wages as reported in the same divisions, being careful to observe that the average is taken only from those reports which give both items. We then divide the latter aggregate amount by the former total number and treat the quotient as the average rate of wages sought.

TABLE I.—PART 2.—*Summary* (A) *of annual income and expenditure, &c.*

States.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Alabama	$388,013	.....	$11,872	$362,593	$1,000	$375,465	$130,067
Arkansas	256,190	$16,196	.....	192,665	10,347	*a*238,056	198,608
California	3,573,108	256,659	*b*47,286	2,207,044	400,868	2,864,571	6,914,303
Colorado	522,580	115,922	.....	186,426	93,179	395,527	682,410
Connecticut	1,481,701	96,494	26,441	1,011,730	273,710	1,408,375	.....
Delaware	183,313	.....	2,300	138,819	64,472	*c*207,281	*d*440,788
Florida	139,710	.....	8,021	97,115	3,557	*a*114,895	132,729
Georgia	471,029	.....	.....	.....	.....	471,029	.....
Illinois	7,836,952	709,695	.....	*e*4,587,015	2,235,232	7,531,942	15,875,566
Indiana	4,402,850	410,782	.....	3,365,046	.....	*a*4,491,850	11,817,955
Iowa	5,254,268	879,979	.....	*e*2,901,948	1,139,321	4,921,248	9,432,359
Kansas	2,160,507	389,116	12,178	1,088,504	328,589	1,818,387	4,633,044
Kentucky	1,031,565	16,698	36,074	736,890	13,828	803,490	2,188,407
Louisiana	480,320	.....	.....	.....	.....	480,320	*f*700,000
Maine	1,047,715	74,801	25,489	*g*948,096	.....	*h*1,047,681	2,995,131
Maryland	1,483,862	148,750	34,936	1,141,753	218,878	1,544,307	.....
Massachusetts	*i*4,622,609	610,586	54,920	*g*4,491,225	.....	5,156,731	.....
Michigan	3,002,032	725,722	.....	1,909,941	474,252	3,109,915	10,000,000
Minnesota	1,582,011	157,897	54,500	993,205	500,512	1,706,114	3,156,210
Mississippi	740,036	.....	9,088	669,393	.....	*a*830,704	.....
Missouri	4,020,860	137,894	.....	2,218,637	678,820	*a*3,152,178	7,353,401
Nebraska	1,121,795	193,035	46,274	532,304	366,382	1,137,995	2,064,768
Nevada	158,947	51,905	.....	83,706	9,580	*j*144,245	275,274
New Hampshire	562,116	38,372	14,125	414,590	98,252	565,339	2,329,913
New Jersey	1,928,374	193,999	34,406	1,446,178	253,791	1,928,374	6,244,139
New York	10,412,363	1,176,230	115,400	7,638,922	1,481,826	10,412,378	30,747,509
North Carolina	399,290	16,132	15,116	318,453	3,181	352,882	179,561
Ohio	7,185,420	798,736	96,681	5,017,542	1,254,004	7,166,963	21,851,718
Oregon	303,162	87,043	7,185	210,429	9,360	314,017	567,863
Pennsylvania	8,046,116	952,695	79,331	4,510,197	1,906,790	7,449,013	25,467,097
Rhode Island	558,451	57,338	9,835	405,605	71,422	544,200	1,894,122
South Carolina	440,110	13,010	18,612	287,403	5,604	324,629	351,016
Tennessee	799,217	41,077	17,355	596,680	69,750	724,862	1,066,995
Texas	891,235	27,565	12,648	674,869	38,264	753,346	.....
Vermont	417,491	.....	11,239	360,320	82,726	454,285	.....
Virginia	1,290,288	91,106	39,210	714,783	101,010	946,109	1,177,545
West Virginia	791,083	74,109	9,311	522,483	110,961	716,864	1,670,535
Wisconsin	2,697,800	245,843	59,655	1,568,692	356,582	2,230,772	5,303,298
Total	82,684,489	8,805,386	909,538	54,551,201	12,656,050	78,836,309	177,842,331

a Items not fully reported.

b Paid out of the general fund of the counties and therefore not included in State expenditure.

c Includes $1,690 expended for colored schools outside of Wilmington.

d For white schools only.

e Includes salaries of superintendents.

f In 1878.

g Includes miscellaneous expenditures.

h So reported, though the items given amount to $1,048,386.

i Total of reported items.

j So reported, though the items given amount to $145,191.

TABLE I.—PART 2.—*Summary* (A) *of annual income and expenditure, &c.*—Cont'd.

Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Arizona	$67,028	.....	.....	.....	.....	$61,172	$113,074
Dakota	124 903	$41,031	.....	$64,318	$19,134	124,483	*a*133,952
Dist. of Columbia	476,957	46,349	$10,860	277,012	104,346	438,567	1,206,355
Idaho	51,530	.....	.....	33,844	4,968	38,812	.....
Montana	78,730	.....	.....	.....	.....	59,463	118,912
New Mexico	*b*25,473	.....	.....	*b*15,432	*b*3,458	*b*18,890	.....
Utah	132,194	25,816	1,500	100,343	4,535	132,194	372,723
Washington	*a*105,520	*a*14,592	*a*2,883	*a*94,019	*a*2,885	*a*114,379	*a*220,405
Wyoming	*a*7,056	.....	.....	*a*22,120	.....	*a*22,120	*a*61,675
Indian:							
Cherokees	60,803	.....	.....	.....	.....	60,803	.....
Chickasaws	58,000	.....	.....	.....	.....	58,000	.....
Choctaws	31,700	.....	.....	.....	.....	31,700	.....
Creeks	28,356	.....	.....	.....	.....	28,356	.....
Seminoles	7,500	.....	.....	.....	.....	7,500	.....
Total	1,255,750	127,788	15,243	607,088	139,326	1,196,439	2,227,096
Grand total	83,940,239	8,923,174	924,781	55,158,289	12,795,376	80,032,838	180,069,427

a In 1879. *b* In 1875.

TABLE I.—PART 2.—*Summary* (B) *of per capita expenditure.*

States and Territories.	Expenditure in the year per capita of the school population.	Expenditure in the year per capita of pupils enrolled in public schools.	Expenditure in the year per capita of average attendance in public schools.	Expenditure in the year per capita of population between 6 and 16.	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property.
Massachusetts	*a*$14 91	*a*$14 93	*a*$19 66	.....	.....
California	*b*12 44	*b*17 17	*b*27 35	.....	.....
Montana	*b*11 51	*b*17 07	*b*24 15	.....	.....
Colorado	11 07	17 80	31 38	$14 60	.....
Connecticut	9 39	11 01	17 91	11 28	.....
District of Columbia	9 06	14 87	19 14	9 74	$11 52
Rhode Island	9 03	11 63	17 35	.....	.....
Iowa	*a*8 17	*a*11 25	*a*18 45	*a*12 77	*a*14 14
Nebraska	7 99	12 29	18 91	.....	.....
Arizona	*c*6 92	*c*8 00	*c*24 03	.....	.....

a Estimated. *b* In 1879. *c* In 1878.

TABLE I.—PART 2.—*Summary* (B) *of per capita expenditure*—Continued.

States and Territories.	Expenditure in the year per capita of the school population.	Expenditure in the year per capita of pupils enrolled in public schools.	Expenditure in the year per capita of average attendance in public schools.	Expenditure in the year per capita of population between 6 and 16.	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property.
Illinois	$6 70	$9 61	$15 68	.....	.....
Delaware	*a*6 39	*a*8 12	.....	.....	.....
New York	6 34	10 09	18 16	.....	.....
Ohio	6 15	8 59	13 47	$8 33	$9 97
Vermont	5 93	.....	9 18	.....	.....
Indiana	5 80	7 96	12 72	.....	.....
Michigan	*b*5 70	*b*8 11	.....	.....	.....
Kansas	5 33	7 85	13 20	7 67	8 00
Oregon	5 27	8 37	11 44	.....	.....
Maryland	5 00	8 64	16 37	.....	.....
Washington	*b*4 72	*b*8 15	*b*11 92	.....	.....
Wisconsin	4 65	7 51	11 37	9 79	11 33
Maine	4 56	6 53	9 48	.....	.....
Utah	*c*3 33	*c*5 25	*c*7 63	*c*3 33	.....
New Jersey	3 23	9 48	16 82	6 21	8 08
West Virginia	3 01	4 43	6 90	.....	.....
Louisiana	*b*1 50	*b*6 74	.....	.....	.....
Mississippi	1 56	2 70	4 01	.....	.....
Virginia	1 52	3 82	6 57	2 20	2 38
South Carolina	1 42	2 42	.....	.....	.....
Kentucky	1 29	3 85	5 97	.....	.....
Georgia	1 08	1 99	3 31	.....	.....
North Carolina	98	1 12	2 34	.....	.....
Alabama	96	2 09	3 17	.....	.....
Minnesota	.....	*b*8 42	.....	.....	.....
Pennsylvania	.....	*c*7 61	*c*11 81	.....	.....

a Does not include expenditure for books. *b* In 1879. *c* In 1878.

Table I, Part 2, shows that there is great inequality between the States in respect to school funds. Complaints of meagre salaries are not confined to States having the smallest funds, but where State and local resources are extremely limited it is difficult to see how the evil can be remedied without some degree of national aid.

The suggestion made by Governor George B. McClellan, in his report for the year as president of the State board of education of New Jersey, is applicable to every State:

It is suggested as a fit subject for the earnest consideration of the legislature whether there should not be a thorough examination of the whole system and the determination of a course of education; of the location, number, and grade of schools; of the minimum salaries of teachers of the various grades; the duties, salaries, and allowances of the county superintendents and all other officials connected with the working of the system, as well as of all other subjects of expense that can be foreseen, and thus establish at least the minimum of outlay, which, under the letter and spirit of the constitution, should be provided for by general taxation. This being done, it would seem proper to fix the rate of the State school tax each year so that it would produce the required sum.

TEACHERS' TENURE OF OFFICE.

It has not escaped attention that rural schools suffer from the frequent change of teachers. The practice of employing men for winter and women for summer terms prevails in many places, and where the same teachers serve through both terms engagements are seldom made for more than a single school year. This arrangement appears to have resulted from the voluntary principle, which has operated freely in public school affairs. As soon as the evil consequences of the uncertain tenure attracted attention, like every other established custom, it found defenders. Thus, it has been urged that the annual appointment affords an easy means of ridding the schools of incompetent teachers. The assertion would have weight, did not the facts offer abundant evidence to the contrary.

In some States the school committee have no power under the school law to hire teachers for more than a year. This restriction, it would seem, ought to be removed; or, if it be impossible to secure local school committees who can be trusted to exercise a reasonable discretion in the matter, that fact would afford an additional argument for a State board of education qualified and empowered to act in the selection, appointment, and continuance of teachers.

SCHOOL SUPERVISION.

The theory of school supervision has received much attention in the United States, but we are not able as yet to report satisfactory progress in many practical results from its application to rural schools. Two States that adopted county supervision have abandoned the policy. On the other hand, the number of cities and towns in charge of superintendents has very greatly increased. In the West and South, where the county instead of the town is the important civil unit, county supervision is accepted as a fixed fact. In a few States county superintendents have sufficient pay and are selected with due reference to their qualifications and fitness for the management of country schools. Some States have shown a disposition to associate with the State superintendent a board of education having the same relation to the school affairs of the entire State that municipal boards have to those of individual cities. The members of the boards of education (whether State or city) perform their duties without compensation; but members of State boards sometimes are reimbursed for expenses incurred in the discharge of their duties.

WOMEN AS VOTERS AND SCHOOL OFFICERS.

Women's opportunities to influence education as voters and school officers have been greatly enlarged. They may vote at school meetings in Kansas, Nebraska, New Hampshire, Vermont, Dakota, and Wyoming; at school elections in Colorado and Minnesota; and for members of school committees in Massachusetts. They can vote at school meetings in Michigan and New York if they are taxpayers; in Washington Territory, if they are liable to taxation. Widows and unmarried women in Idaho may vote as to special district taxes if they hold taxable property. In Oregon widows having children and taxable property may vote at school meetings. In Indiana "women not married nor minors, who pay taxes and are listed as parents, guardians, or heads of families, may vote at school meetings." In Kentucky any white widow having a child of school age is a qualified school voter; if she has no child, but is a taxpayer, she may vote on the question of taxes. Women are eligible to school offices generally in Illinois, Iowa, Kansas, Louisiana, Massachusetts, Michigan, Minnesota, Pennsylvania, Vermont, and Wyoming; to school district offices in Colorado; to any office except State superintendent in Wisconsin. They may serve on school committees in New Hampshire and Rhode Island, as school trustees in New Jersey, and as school visitors in Connecticut. Some offices are open to them in Maine and all offices in California, unless specially forbidden by the constitution. In Utah no discrimination on the ground of sex is made as to voting in general.

Carefully considering the position of woman in the work of education, what she has done and may do as a teacher, what her nature and experience may fit her to do better than man as an officer, inspector, or superintendent, as facts have illustrated these points in this and other countries, I have favored the extension of suffrage to her in all matters relating to education and the opening of appropriate offices to her in connection with institutions and systems of instruction. These annual reports show from time to time how far this view has been justified in the course of events. I regret to say that women have shown more indifference to this opportunity than I expected.

PERMANENT SCHOOL FUNDS.

These funds are generally managed with scrupulous honesty and with the greatest advantage to the public, but in several States the condition and management of school funds have occasioned serious complaint. It is asserted that sufficient guarantees are not required from those to whom school moneys are intrusted, that funds are not wisely invested, and the school lands not properly managed. These interests are very large in all of the newer States. The mistakes that have been made are serious and afford instructive lessons to all administering these trusts.

In three States the State superintendent may bring suit for the recovery of misapplied school funds; in three, the State board of education has charge of school funds and lands. In general, however, the officers of education can only act with reference to finances as advisers and disbursers. This limitation has proved unwise. The entire system of reporting school finances needs careful revision in some of the States. In several instances State superintendents have pointed out the evils and their remedies with precision; thus Hon. S. R. Thompson, State superintendent of public instruction of Nebraska, says:

> The blanks for directors' reports for next year have been changed so as to specify more particularly the classes of things for which money is paid out by district boards and to diminish the amounts reported under the indefinite designation of "all other purposes."

When it is remembered that these accounts are kept by more than three thousand different officers, many of whom are unaccustomed to keeping accounts, it is easy to see that absolutely accurate and reliable reports cannot in all cases be secured. As it is, the reports are in the main substantially accurate. It is an excellent practice of many county superintendents to call upon the school officers once a year, look over their accounts, and make suggestions towards improvement where needed. Instances have come to the knowledge of this department where a county superintendent, by giving careful attention to the financial management of the district officers, has saved the districts of his county more than the whole amount of his annual salary.

Hon. N. A. Luce, State superintendent of common schools of Maine, reports:

> Illegal wastage in the way of diversion of these revenues to other than their legitimate uses has been practically stopped by requiring the municipal officers to render to the State superintendent detailed accounts of the school resources and expenditures of their several towns, in the form of fiscal returns made under oath, and in such shape that all such diversions are at once apparent, and by giving the governor and council power to order suspension of payment of State funds, in case of such diversions, till restitution is made.

Sometimes excellent results have been secured by the personal examination of the accounts in the several counties by the State superintendent, as has been done in Maryland.

EDUCATIONAL LAND GRANTS BY THE UNITED STATES TO PUBLIC-LAND AND OTHER STATES.

I have stated elsewhere in this report that the chief source of the permanent public school funds in many States has been the Federal Government. In order to present the facts on which this statement is based in a form capable of wide diffusion and permanent preservation, I here reprint Chapter XIII of Mr. Thomas Donaldson's valuable monograph on The Public Domain, which has just been published as part of the report of the public land commission.

GRANTS AND RESERVATIONS.

The lands granted in the States and reserved in the Territories for educational purposes by acts of Congress from 1785 to June 30, 1880, were:

For public or common schools.

Every sixteenth section of public land in the States admitted prior to 1848, and every sixteenth and thirty-sixth section of such land in States and Territories since organized—estimated at 67,893,919 acres.

For seminaries or universities.

The quantity of two townships, or 46,080 acres, in each State or Territory containing public land, and in some instances a greater quantity, for the support of seminaries or schools of a higher grade—estimated at 1,165,520 acres.

For agricultural and mechanical colleges.

The grant to all the States for agricultural and mechanical colleges by act of July 2, 1862, and its supplements, of 30,000 acres, for each representative and senator in Congress to which the State was entitled, of land "in place" where the State contained a sufficient quantity of public land subject to sale at ordinary private entry at the rate of $1.25 per acre, and of scrip representing an equal number of acres where the State did not contain such description of land, the scrip to be sold by the State and located by its assignees on any such land in other States and Territories, subject to certain restrictions. Land in place, 1,770,000 acres; land scrip, 7,830,000 acres; total, 9,600,000 acres.

In all, 78,659,439 acres for educational purposes under the heads above set out to June 30, 1880.

The lands thus ceded to the several States were disposed of or are held for disposition, and the proceeds used as permanent endowments for common school funds. (See Reports of the Commissioner of Education, Hon. John Eaton, to June 30, 1880; land and auditors' reports of the several land States; Kiddle & Schem's Dictionary of Education, and also Ninth Census, F. A. Walker, Superintendent, for details of endowments of the several States for common schools resulting from sales of United States land grants for education.) As an illustration, the State of Ohio has a permanent endowment for education, called the "irreducible State debt," the result of sale of all granted lands for education, of $4,289,718.52.

EARLY EDUCATIONAL INTEREST.

The importance attached to education by the founders of the Republic is shown by the provisions they made for its permanent endowment. Indeed, in the earliest settlements on this continent of the Anglo-Americans, measures were adopted in the cause of education, not only as essential to morals, social order, and individual happiness, but as necessary to new and liberal institutions. Every immigrant ship had its schoolmaster on board, each settlement erected its school-house, and the cultivation of the mind advanced with the culture of the soil from the landing of the Mayflower through our colonial history.

Prior to the Revolution, in the different colonies the subject of popular education had attracted attention, and provision had been made for its practical realization. The theory of *general* education found no basis in the aristocratic social constitution of the mother country, while in the colonies themselves were to be found influences decidedly hostile to it. The injustice and persecution, however, which had caused the immigration to this country, especially to the northern colonies, wonderfully neutralized the religious and political prejudices of our forefathers and prepared them to accept doctrines of very opposite tendency. The comparative feebleness of aristocratic prestige in the forests of the New World permitted the development of the sentiment of independent manhood. The establishment of democracy was followed by the natural development of its principles, especially in the direction of popular education.

After the erection of the States into an independent republic, and before the adoption of the Constitution, the Continental Congress, by the ordinance of 20th May, 1785, respecting the disposition of lands in the Western Territory, prepared the way for the advance of settlements and education as contemporaneous interests.

THE FIRST RESERVATION FOR SCHOOL PURPOSES—THE SIXTEENTH SECTION.

Mr. Jefferson, Mr. Dane, Mr. Madison, and other statesmen of that day assumed without question that a government, as the organ of society, enjoys the right and is vested

with the power to meet the necessity of public education. So the question of the endowment of educational institutions by the Government in aid of the cause of education seems to have met no serious opposition in the Congress of the Confederation, and no member raised his voice against this vital and essential provision relating to it in the ordinance of May 20, 1785, "for ascertaining the mode of disposing of lands in the Western Territory." This provided: "There shall be reserved the lot No. 16 of every township for the maintenance of public schools within said township."

This was an endowment of 640 acres of land (one section of land one mile square) in a township 6 miles square, for the support and maintenance of public schools "within said township." The manner of establishment of public schools thereunder, or by whom, was not mentioned. It was a reservation by the United States, and advanced and established a principle which finally dedicated one thirty-sixth part of all public lands of the United States, with certain exceptions as to mineral, &c., to the cause of education by public schools.

July 23, 1787, in the report from a committee consisting of Messrs. Carrington, King, Dane, Madison, and Benson, reporting an ordinance of "Powers to the Board of Treasury" to contract for the sale of western territory, in the Continental Congress, it was ordered, "That the lot No. 16 in each township or fractional part of a township be given perpetually for the purpose contained in said ordinance" (the ordinance of May 20, 1785, above referred to). This additional legislation made the reservation of the sixteenth section perpetual.

In the Continental Congress, July 13, 1787, according to order, the ordinance for the government of the "territory of the United States northwest of the river Ohio" came on, was read a third time, and passed. It contained the following:

"Art. 3. Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

The provision of the ordinance of May 20, 1785, relating to the reservation of the sixteenth section in every township of public land, was the inception of the present rule of reservation of certain sections of land for school purposes.

The endowment was the subject of much legislation in the years following. The question was raised that there was no reason why the United States should not organize, control, and manage these public schools so endowed. The reservations of lands were made by surveyors and duly returned.

This policy at once met with enthusiastic approval from the public, and was tacitly incorporated into the American system as one of its fundamental organic ideas. Whether the public schools thus endowed by the United States were to be under national or State control remained a question, and the lands were held in reservation merely until after the admission of the State of Ohio in 1802.

The movement in the cause of education was not confined to the legislative department, for at an early period the public mind was aroused to the importance of the subject by elaborate papers emanating from eminent men, among whom stands conspicuous Dr. Benjamin Rush, one of the signers of the Declaration of Independence, who in 1786 memorialized the legislature of Pennsylvania in favor of a thorough system of popular instruction, maintaining that it was favorable to liberty, as freedom could only exist in the society of knowledge; that it favors just ideas of law and government; that learning in all countries promotes civilization and the pleasure of society; that it fosters agriculture, the basis of national wealth; that manufactures of all kinds owe their perfection chiefly to learning; that its beneficial influence is thus made coextensive with the entire scope of man's being, mortal and immortal, individual and social. At a later period, 1790, the same great man addressed a congressional representative from Pennsylvania, declaring that "the attempts to perpetuate our existence as a free people by establishing the means of national credit and defense" are "feeble bulwarks against slavery compared with the habits of labor and virtue disseminated among our people;" adding, "Let us establish schools for that purpose in every township in the United States, and conform them to reason, humanity, and the state of society in America," and then will "the generations which are to follow us realize the precious ideas of the dignity and excellence of republican forms of government."

RESERVATION OF THE THIRTY-SIXTH SECTION IN ADDITION TO THE SIXTEENTH.

The reservation of a section (or one mile square) of 640 acres in each township for the support of public schools was specially provided for in the organization of each new State and Territory up to the time of the organization of Oregon Territory.

April 30, 1802, Congress, in the act authorizing the formation of a State government in the eastern portion of the Northwestern Territory (Ohio), enacted the following three propositions, which were offered for the acceptance or rejection of the convention to form the constitution of Ohio. (Up to this time no transfers by the United

States of title or control of the sixteenth section of reserved school lands had taken place.)

By section 7:

First. That the section number sixteen in every township (and where such section has been sold, granted, or disposed of, other lands equivalent thereto and most contiguous to the same) shall be granted to the inhabitants of such townships for the use of schools.

The second was a saline reservation, and the third related to a moiety of the net proceeds of the sales of public lands, for the laying out of roads, &c.

The three conditions above set out were in consideration of the non-taxation of the public domain, for a period after sale, about which there was serious discussion as to who should tax, or whether it should be taxed at all, prior to or after purchase. The non-taxation compensation was that no tax on the land sold by the United States should be laid by the authority of the State, county, or townships therein for the term of five years after the date of sale. The object of this stipulation was to prevent any person from obtaining a tax title under the authority of the State before the United States had received the full amount of the purchase money. Lands were then sold on credit by the United States of one, two, three, four, and five years, at two dollars per acre. The people of Ohio complied with the above stipulations November 29, 1802, and were admitted into the Union.

The act of Congress of March 3, 1803, in addition to the above act of April 30, 1802, provided—

"That the following several tracts of land in the State of Ohio be, and the same are hereby, appropriated for the use of schools in that State, and shall, together with all the tracts of land heretofore appropriated for that purpose, be vested in the legislature of that State in trust for the use aforesaid, and for no other use, intent, or purpose whatever."

Thus Congress transferred the reserved school lands, section 16 in each township, and provided an indemnity for such sections as had already been sold or taken prior to survey, to the State of Ohio, in trust for the United States and the people of the State for schools. Prior to this, laws were silent as to how the proceeds of these reserved lands were to be applied or by whom.

Congress thus made the State its trustee. Compacts between the United States on the admission of the States of Indiana, Illinois, and Louisiana, and all the States admitted into the Union prior to 1820, also contained the provisions above set out.

THE SIXTEENTH SECTION.

To each organized Territory after 1803 was and now is reserved the sixteenth section (until after the Oregon Territory act reserved the thirty-sixth as well) for school purposes, which reservation is carried into grant and confirmation by the terms of the act of admission of the Territory or State into the Union—the State then becoming a trustee for school purposes.

These grants of land were made from the public domain and to States only which were known as public-land States. Twelve States, known as public-land States, received the allowance of the sixteenth section from March 3, 1803, to August 14, 1848. (See table, page xxxi.)

OTHER SCHOOL GRANTS.

Congress, June 13, 1812, and May 26, 1824, by the acts ordering the survey of certain towns and villages in Missouri, reserved for the support of schools in the towns and villages named all town lots, outlots, or common field lots included in the survey not owned by individuals or held as commons or for military purposes; provided that the whole amount reserved should not exceed one-twentieth part of the whole lands included in the general survey of such town or village. These lots were reserved and sold for the benefit of the schools. St. Louis received a large fund from this source. These acts benefited the towns and villages of St. Louis, Portage des Sioux, St. Charles, St. Ferdinand, Villa à Robert, Carondelet, Ste. Genevieve, New Madrid, New Bourbon, Little Prairie, in the Territory (now State) of Missouri, and Arkansas, in the Territory of Arkansas. The act of May 26, 1824, extended the benefits of both acts to the village of Mine à Burton.

THE THIRTY-SIXTH SECTION.

In the act for the organization of the Territory of Oregon, August 14, 1848, Senator Stephen A. Douglas inserted an additional grant for school purposes of the thirty-sixth section in each township, with indemnity for all public-land States thereafter to be admitted, making the reservation for school purposes the sixteenth and thirty-sixth sections, or 1,280 acres in each township of six miles square reserved in the

public-land States and Territories, and confirmed by grant in terms in the act of admission of such State or Territory into the Union.

From March 3, 1853, to June 30, 1880, seven States have been admitted into the Union having a grant of the sixteenth and thirty-sixth sections, and the same area has been reserved in eight Territories. (See table, page xxxi.)

UNIVERSITIES.

July 23, 1787, Congress, in the "Powers to the Board of Treasury to contract for the sale of Western Territory," ordered "That not more than two complete townships be given perpetually for the purpose of an university, to be laid off by the purchaser or purchasers as near the centre as may be, so that the same shall be of good land, to be applied to the intended object by the legislature of the State."

This related to lands now in the State of Ohio, in the Symmes and Ohio Company purchases. This inaugurated the present method of taking from the public lands, for the support of seminaries or schools of a higher grade, the quantity of two townships at least, and in some instances more, to each of the States containing public lands, and special grants have also been made to private enterprises.

In the legislation relating to the admission of the public-land States into the Union, from the admission of Ohio, in 1802, to the admission of Colorado, in 1876, grants of two townships of public lands, viz, 46,080 acres each, for university purposes, are enumerated. Ohio, Florida, Wisconsin, and Minnesota are the exceptions, each having more than two townships in area. Nineteen States have had the benefit of this provision, and the two townships are reserved in the Territories of Washington, New Mexico, and Utah. These will be granted and confirmed to them upon their admission into the Union. These reservations in each case require a special act. All school, university, or agricultural college lands granted are sold by the legislatures of the several States or leased, and the proceeds of sale or lease applied to education. A table annexed gives the States and Territories and areas, with dates of laws making reservations or grants of university lands.

MANNER OF SELECTING SCHOOL LANDS.

As soon as, in running the lines of the public surveys, the school sections "in place" 16 and 36 are fixed and determined, the appropriation thereof for the educational object is, under the law, complete, and lists are made out and patents issued to the States therefor.

When sections 16 and 36 are found to be covered with prior adverse rights, such as legal occupancy and settlement by individuals under settlement laws, prior to survey of the lands, or deficient in area, because of fractional character of the townships, or from other causes, selections for indemnity are made.

INDEMNITY SELECTIONS.

Selections from other public lands as indemnity for deficiencies in sections 16 and 36 and fractional townships under acts of May 20, 1826, and February 26, 1859, are made by agents appointed by the respective States, which selections are filed in the local offices of the district in which the land is situated, and if found to be correct are certified to the General Land Office by the register of the local office where filed. If upon examination by the Commissioner the same are found to inure to the State, a list is made out and certified to the Secretary of the Interior for his approval. When approved, a certified copy of the same is transmitted to the governor of the State in which the selections are made, and a copy thereof transmitted to the local office from which the selections are received, to be placed on file, and the approvals to be noted on its records.

By the approval of the Secretary, the fee is passed to the State. (See sec. 2449, Revised Statutes.)

The same course is pursued in making selections under the grants for internal improvements and agricultural colleges.

ACREAGE OF SIXTEENTH AND THIRTY-SIXTH SECTIONS.

The following statement shows the number of acres estimated to be embraced in the grant of section 16 in some of the States and sections 16 and 36 in others for school purposes; also, the number of acres estimated to be embraced in sections 16 and 36 reserved for the same purposes in the organized Territories by acts of Congress, the dates of which are given in the proper column:

Statement of the grants to States and reservations to Territories for school purposes.

States and Territories.	Total area.	Dates of grants.
SECTION 16.	*Acres.*	
Ohio	704,488	March 3, 1803.
Indiana	650,317	April 19, 1816.
Illinois	985,066	April 18, 1818.
Missouri	1,199,139	March 6, 1820.
Alabama	902,774	March 2, 1819.
Mississippi	837,584	March 3, 1803; May 19, 1852; March 3, 1857.
Louisiana	786,044	April 21, 1806; February 15, 1843.
Michigan	1,067,397	June 23, 1836.
Arkansas	886,460	Do.
Florida	908,503	March 3, 1845.
Iowa	905,144	Do.
Wisconsin	958,649	August 6, 1846.
SECTIONS 16 AND 36.		
California	6,719,324	March 3, 1853.
Minnesota	2,969,990	February 26, 1857.
Oregon	3,329,706	February 14, 1859.
Kansas	2,801,306	January 29, 1861.
Nevada	3,985,428	March 21, 1864.
Nebraska	2,702,044	April 19 1864.
Colorado	3,715,555	March 3, 1875.
Washington Territory	2,488,675	March 2, 1853.
New Mexico Territory	4,309,368	September 9, 1850; July 22, 1854.
Utah Territory	3,003,613	September 9, 1850.
Dakota Territory	5,366,451	March 2, 1861.
Montana Territory	5,112,035	February 28, 1861.
Arizona Territory	4,050,347	May 26, 1864.
Idaho Territory	3,068,231	March 3, 1863.
Wyoming Territory	3,480,281	July 25, 1868.
Total	67,893,919	

No grants to Indian and Alaska Territories.

Lands in sixteenth and thirty-sixth sections in Territories not granted, but reserved.

Lands in place and indemnity for deficiencies in sections and townships, under acts of May 20, 1826, and February 26, 1859, included in above statement.

UNIVERSITY GRANTS.

The following statement shows the number of acres granted to the States and reserved in the Territories of Washington, New Mexico, and Utah for university purposes by acts of Congress, the dates of which are given in proper column:

Grants and reservations for universities.

States and Territories.	Total area.	Under what acts.
	Acres.	
Ohio	69,120	April 21, 1792; March 3, 1803.
Indiana	46,080	April 19, 1816; March 26, 1804.
Illinois	46,080	March 26, 1804; April 18, 1818.
Missouri	46,080	February 17, 1818; March 6, 1820.
Alabama	46,080	April 20, 1818; March 2, 1819.
Mississippi	46,080	March 3, 1803; February 20, 1819.
Louisiana	46,080	April 21, 1806; March 3, 1811; March 3, 1827.
Michigan	46,080	June 23, 1836.
Arkansas	46,080	Do.
Florida	92,160	March 3, 1845.
Iowa	46,080	Do.
Wisconsin	92,160	August 6, 1846; December 15, 1854.
California	46,080	March 3, 1853.
Minnesota	82,640	March 2, 1861; February 26, 1857; July 8, 1870.
Oregon	46,080	February 14, 1859; March 2, 1861.
Kansas	46,080	January 29, 1861.
Nevada	46,080	July 4, 1866.
Nebraska	46,080	April 19, 1864.
Colorado	46,080	March 3, 1875.
Washington Territory	46,080	July 17, 1854; March 14, 1864.
New Mexico Territory	46,080	July 22, 1854.
Utah Territory	46,080	February 21, 1855.
Total	1,165,520	

Lands in the Territories not granted, but *reserved*.

AGRICULTURAL AND MECHANICAL COLLEGE GRANTS.

July 2, 1862, Congress enlarged the national educational endowment system by the donation to each State of 30,000 acres of public land not otherwise reserved (no mineral lands could be selected, and selections must be of quarter sections) for each senator and representative to which such State was entitled under the apportionment of 1860 for the support of colleges for the cultivation of agricultural and mechanical science and art. It was championed in the Senate by Hon. Justin S. Morrill, of Vermont.

The law contained a provision for location in place and an issue of scrip in lieu of place locations. The Commissioner of the General Land Office, in 1875, in the case of the new State of Colorado, ruled that the grant attaches to a new State without further legislation.

"In place" means that the States having public lands in their limits were to take such lands in satisfaction of their allowance under this law.

"In scrip" means an issue of redeemable land scrip, assignable, which might be located according to law and stipulations in the act, to States which had no public lands within their limits from which their allowance could be satisfied.

Special certificates with printed forms of selections were furnished States making selections from public lands within their limits. The scrip was issued by the Commissioner of the General Land Office (see Regulations of General Land Office, May 4, 1863, June 17, 1864, September 16, 1874, and July 20, 1875, and subsequently) to registers and receivers.

This scrip can be located upon land subject to sale at ordinary private entry, at $1.25 per acre, or used in the payment of preëmption claims and the commutation of homestead entries. Circular from the General Land Office of date July 20, 1875, gives full details as to methods of location and entry.

The lands entered "in place" were sold by the several States, and the proceeds thereof used to endow agricultural colleges. The "scrip" was sold by the several States (in most cases) and the proceeds from the same used for the same purpose.

The following statement shows the number of acres granted for agricultural and mechanical colleges by acts of Congress, the dates of which are given, to such of the States as had sufficient public land within their limits subject to sale at ordinary private entry at $1.25 per acre, inclusive of the scrip provided to be issued to the other States of the Union by the act of Congress of July 2, 1862, and supplemental acts:

States having land subject to selection in place under act of July 2, 1862, and acts amendatory thereof.

	Acres.
Wisconsin	240,000
Iowa	240,000
Oregon	90,000
Kansas	90,000
Minnesota	120,000
Michigan	240,000
California	150,000
Nevada (also under act of July 4, 1866)	90,000
Missouri	330,000
Nebraska (also under act of July 23, 1866)	90,000
Colorado	90,000
Total	1,770,000

States to which scrip was issued and amount.

Rhode Island	120,000
Illinois	480,000
Kentucky	330,000
Vermont	150,000
New York	990,000
Pennsylvania	780,000
New Jersey	210,000
New Hampshire	150,000
Connecticut	180,000
Massachusetts	360,000
Maine	210,000
Maryland	210,000
Virginia	300,000
Tennessee	300,000

	Acres.
Delaware	90,000
Ohio	630,000
West Virginia	150,000
Indiana	390,000
North Carolina	270,000
Louisiana	210,000
Alabama	240,000
Arkansas	150,000
South Carolina	180,000
Texas	180,000
Georgia	270,000
Mississippi	210,000
Florida	90,000
Total	7,830,000
Total in place and scrip	9,600,000

AGRICULTURAL COLLEGES.

The following statement shows the names and locations of agricultural colleges, with the number of acres of scrip or land in place given to the several States, and the amounts realized therefrom:

Agricultural colleges located by the several States under the act of July 2, 1862.

Name and location.	Amount derived from sale of United States land or scrip.	Number of acres received from the United States in land in place, or scrip in lieu, by the several States.
Agricultural and Mechanical College of Alabama, Auburn, Ala	$216,000	240,000, scrip.
Arkansas Industrial University, Fayetteville, Ark	135,000	150,000, scrip.
University of California, Berkeley, Cal	750,000	150,000, place.
Agricultural College of Colorado, Fort Collins, Colo *a*		90,000, place.
Sheffield Scientific School of Yale College, New Haven, Conn	135,000	180,000, scrip.
Delaware College, Newark, Del	83,000	90,000, scrip.
State Agricultural College, Eau Gallie, Fla. (location questionable; college not yet organized).	110,806	90,000, scrip.
Georgia State College of Agriculture and the Mechanic Arts, Athens, Ga. (department of University of Georgia).	243,000	
North Georgia Agricultural College, Dahlonega, Ga *b*		270,000, scrip.
Illinois Industrial University, Urbana, Ill	319,494	480,000, scrip.
Purdue University, La Fayette, Ind	212,238	390,000, scrip.
Iowa State Agricultural College, Ames, Iowa	500,000	240,000, place.
Kansas State Agricultural College, Manhattan, Kans	290,000	90,000, place.
Agricultural and Mechanical College of Kentucky, Lexington, Ky	165,000	330,000, scrip.
Louisiana State Agricultural and Mechanical College, Baton Rouge, La. *c*		210,000, scrip.
Maine State College of Agriculture and the Mechanic Arts, Orono, Me	116,359	210,000, scrip.
Maryland Agricultural College, College Station, Md	112,500	210,000, scrip.
Massachusetts Agricultural College, Amherst, Mass	157,538	360,000, scrip.
Massachusetts Institute of Technology, Boston, Mass	78,769	
Michigan State Agricultural College, Lansing, Mich	275,104	240,000, place.
University of Minnesota, Minneapolis, Minn	*d*178,000	120,000, place.
Agricultural and mechanical department of Alcorn University, Rodney, Miss.	113,400	210,000, scrip.
Agricultural and Mechanical College of the State of Mississippi, Starkville, Miss.	115,000	
University of the State of Missouri:		
Agricultural and Mechanical College, Columbia, Mo	5,000	330,000, place.
School of Mines and Metallurgy, Rolla, Mo		

a Prospective endowment is the congressional grant to agricultural colleges, amounting in Colorado to 90,000 acres; not yet in the market.
b Receives annually from the University of Georgia $3,500, part interest of the land scrip fund.
c $327,000 of State bonds scaled to $196,200 of new State bonds.
d Estimated.

Agricultural colleges located by the several States, &c.—Continued.

Name and location.	Amount derived from sale of United States land or scrip.	Number of acres received from the United States in land in place, or scrip in lieu, by the several States.
University of Nebraska, Lincoln, Nebr	.....	90, 000, place.
University of Nevada, Elko, Nev	$90, 000	90, 000, place.
New Hampshire College of Agriculture and the Mechanic Arts, Hanover, N. H.	80, 000	150, 000, scrip.
Rutgers Scientific School of Rutgers College, New Brunswick, N. J	116, 000	210, 000, scrip.
Cornell University, Ithaca, N. Y	602, 792	990, 000, scrip.
University of North Carolina, Chapel Hill, N. C	125, 000	270, 000, scrip.
Ohio State University, Columbus, Ohio	507, 913	630, 000, scrip.
State Agricultural College, Corvallis, Oreg	.....	90, 000, place.
Pennsylvania State College, State College, Pa	439, 186	780, 000, scrip.
Brown University, Providence, R. I	50, 000	120, 000, scrip.
South Carolina Agricultural College and Mechanics' Institute, Orangeburg, S. C.	.....	180, 000, scrip.
Tennessee Agricultural College, Knoxville, Tenn	271, 875	300, 000, scrip.
Agricultural and Mechanical College of Texas, College Station, Tex	209, 000	180, 000, scrip.
University of Vermont and State Agricultural College, Burlington, Vt	122, 626	150, 000, scrip.
Virginia Agricultural and Mechanical College, Blacksburg, Va	190, 000	300, 000, scrip.
Hampton Normal and Agricultural Institute, Hampton, Va	95, 000	
West Virginia University, Morgantown, W. Va	90, 000	150, 000, scrip.
University of Wisconsin, Madison, Wis	244, 805	240, 000, place.

Total of 9,600,000 acres. In place, 1,770,000 acres; scrip, 7,830,000 acres.

EXAMINATION OF SCHOOLS.

The excellent effects of the periodical examination of country schools by qualified officers cannot be questioned. The examination in Norfolk County, Massachusetts, presented so fully in the State report for 1879, illustrates a simple and practical method of testing the results of elementary training. From the general interest manifested in the publication it might have been expected that the present year would have afforded information of similar exercises in many other places; but in fact no efforts in this direction are reported save from Massachusetts, Pennsylvania, and Cook County, Illinois.

With a similar work throughout the State of Pennsylvania in view, Hon. J. P. Wickersham sent out copies of this report of the examination in Norfolk County, Massachusetts, with a circular by which superintendents were requested:

(1) To read the report carefully; (2) to provide tests similar to those used in Norfolk County, confining themselves at first to reading, writing, and arithmetic; (3) to apply these tests fairly on their visits to schools; (4) to tabulate the results and preserve the manuscripts; (5) to report the results if called upon.

In counties it may be impractical to do more than to examine in this way a single class in each school, but from one the whole can be judged. The age of the pupils should be taken in all cases. A superintendent had better omit the general examination of the school at his visit this year, if it is necessary, in order to make the test now to be applied.

One of the most concise and complete reports of the year is that from Cook County, Illinois, which well illustrates the excellent effect of systematic and harmonious arrangement in the various departments of public education. All the village schools of this county are graded, and in most of the ungraded district schools a systematic course of study has been followed. Applicants for teachers' certificates are examined by the county superintendent, great care being exercised to make the examinations fair tests; liberal salaries are paid, averaging over $63 per month for gentlemen and $40 for ladies, and teachers are employed for a year. For three successive years an examination of the county schools has been held under the direction of the Illinois Principals' Association. These examinations have been written and the papers col-

lected in book form and retained in the office of the superintendent. The Cook County Teachers' Association has had an excellent effect in maintaining enthusiasm and stimulating effort. Applicants for admission to the Cook County Normal School must sign a declaration of their intention to teach in the State public schools and to give those of Cook County the preference.

INSTRUCTION IN MORALS.

The necessity of systematic instruction in morals is generally admitted, though the subject finds as yet very vague expression in the majority of school reports.

As to social and civic duties, there is considerable provision in the school laws of California, Maine, Massachusetts, Minnesota, New Hampshire, New Jersey, North Carolina, Oregon, Rhode Island, South Carolina, Vermont, West Virginia, and Montana. In California, for instance, it is required that "instruction in morals and manners shall be given in all grades and classes through the entire school course;" in Maine, that "all instructors shall use their best endeavors to impress on the youth committed to them the principles of morality, justice, a sacred regard for truth, love of country, humanity, and universal benevolence, sobriety, industry, frugality, chastity, temperance, &c.;" in Massachusetts, essentially the same; in Minnesota, that there shall be instruction in civil government, social science, good morals, and patriotism; in New Hampshire (in the constitution prefixed to the school code), that religion, piety, and morality are to be encouraged, also humanity, general benevolence, public and private charity, industry, economy, honesty, punctuality, sincerity, sobriety, and all social affections and generous sentiments; in New Jersey, that habitual disobedience, profanity, or obscenity shall be a ground of dismissal from the schools; in North Carolina, that teachers are to encourage neatness, industry, and morality in their respective schools; in Oregon, that with morality and cleanliness they are also to promote politeness; in Rhode Island, that they shall aim to implant and cultivate in the minds of all children committed to their care the principles of morality and virtue; in South Carolina, that teachers must instruct their pupils, as far as practicable, in morals and good behavior and in the principles of the Constitution and laws of the United States and of their own State; in Vermont, that they are to be competent to teach good behavior, the history and Constitution of the United States and of Vermont; in West Virginia, that there is to be moral training to secure good behavior and good manners, and to furnish the State with exemplary citizens; in Montana, that there is to be instruction in manners and morals during the entire school course, and that teachers must endeavor to impress on their pupils the principles of morality, truth, justice, and patriotism, teach them to avoid idleness, profanity, and falsehood, and train them to a comprehension of the rights and duties of citizenship.

How the instruction thus provided for is to be given is not in any State prescribed by law, but is left to the discretion of teachers. Probably in most cases the moral teaching is through familiar talks, moral mottoes being occasionally hung on the walls, and by such a text book used as Gow's Good Morals and Gentle Manners, a work that has had a wide circulation. The teaching of social and civic duties may come in also in connection with the study of the constitutions of the State and of the United States and of history, which is prescribed in some States and is provided for in many more. In several the Bible is brought before pupils, either through the prescribed daily reading of it, as in Massachusetts and the District of Columbia, or by the express legalization of such reading, as in Florida, Georgia, Indiana, Iowa, Kansas, and Mississippi; to which may be added also Pennsylvania and Rhode Island, where, though the law is silent on the subject, the interpretation of the text book clause in one case and of the absence of prohibition in the other is that it may be used.

In most of the States it is rather to be understood that such things, in common with branches to be taught and text books to be used, are left to the discretion of the local school boards; in others, that they are intrusted to the natural desire of teachers to make their pupils as good, courteous, pleasant, and reliable as possible. That the

outcome of such a trust is likely to be good among people so generally moral as ours are is shown by the fact that in Pennsylvania, where the acts of the legislature say nothing explicitly as to any moral influences, the Bible is read in more than 13,000 schools, and that in Rhode Island, where there is the same silence in the general law, the local regulations call for the reading of it in a large number of the towns, while the State board sanctions such reading, provided it be not forced on children whose parents have any objection whatever to it.

In the Massachusetts report, it is affirmed "there is no reason to suppose that our public schools are fulfilling their office in this respect any less effectively than they have ever done at any period of our history. They are more efficient now than in the past, and the influence they are exerting for good is beyond all reckoning." Renewed efforts, it is stated, are being made to extend and deepen the moral influence of the school. Prominence is given to the subject in discussions in teachers' institutes, and forms of inquiry for returns by school committees are framed with a view of drawing attention to the subject. The report further suggests a statute directing that school committees shall make special mention in their reports of morals and behavior and that it shall be required that the subject shall be treated in the yearly local conferences of teachers called by committees.

EDUCATIONAL ACTIVITY.

The reports coming to the Office for the last ten years show how closely administrative activity in education has corresponded with the condition of public opinion on the one hand and the financial condition of the people on the other. The years 1871 and 1872 were notable for large expenditures and lavish private benefactions for educational purposes; the panic and financial distress of 1873 were shown at once in diminished expenditures, reduced benefactions, and a revival of old objections to the public school system or some of its details. In the South, where school affairs were in a less advanced condition, the reaction retarded development also, so that the lowest state was reached as late as 1876. Since that time the school systems of the North and West have recovered all the ground lost, and those of the South are recuperating, though sorely hampered by inadequate resources, public ignorance, and much individual hostility. To the praise of the better classes of every section and of both races, be it said that the necessity for public instruction was never more urgently or skilfully presented to the public mind. Amidst all the discouragements that selfishness, stupidity, and demagogism could create, the educators of the nation worked steadily forward for the public good, and were gratified to discover that neither the public school nor any of its necessary adjuncts or modifications was misunderstood or disliked by the chief part of the public. On the contrary, the most trying struggles showed that both educators and people had clear ideas of the essential objects and characteristics of these institutions and of their importance to citizenship and to the perpetuity of our national life. The lessons of this great struggle, now passing into a triumph of the friends of education, would fill a volume.

In every section of the country public interest in education has become more than usually active during the present year. City and country papers have given a place in their columns to the subject, and the discussions in periodicals have been characterized by a stricter regard to facts than heretofore.

In the Pacific coast States the agitation has repeated the phases through which it had previously passed in the Eastern States. The points of attack have been (1) high schools, (2) the extended curriculum, (3) the literary character of the schools, and (4) their expense. Without doubt the final settlement of these questions will correspond with that farther east. High schools will be strengthened, courses of study will be modified simply as thoroughness requires, the demand for industrial training met without undue encroachment upon mental training, and the question of expense treated in the spirit of the message of Governor Long, of Massachusetts:

The impulsive outcry just now wrung out by annual municipal statements of the great cost of our common schools will only do their cause good if met with discrimina-

tion. While it is time to recognize that there is no spare money to be wasted in extravagant architecture and external appointments, on the other hand, when it comes to essentials, the last dollar to be economized in Massachusetts is that which gives the poorest public scholar free access to the best public education. * * * Take care that no fundamental attack be made upon our common school system under cover of a criticism of its cost. The relation that intelligence holds to public virtue and thrift is afresh attracting the most thoughtful attention.

The importance of the public agitation of all subjects bearing upon popular education is illustrated in the difficulties encountered in the South in the endeavor to carry the statutory provisions into operation. Public apathy and ignorance are the worst obstacles. So clearly is this recognized that the representative men of the South affirm the necessity of bringing the educational interests prominently forward by means of public addresses. Fortunately the race prejudices, which at one time made it exceedingly difficult to secure any fair consideration for measures affecting the two races equally, have lost much of their virulence. Occasionally peculiar complications do still arise from a disposition to evade equal school privileges for both and from the necessity of duplicating schools for the accommodation of the two races in districts where there are neither scholars enough nor funds enough to justify the maintenance of more than one school.

TEXT BOOKS.

The cost of text books and the mode of supplying the same are subjects annually agitated. No uniform plan prevails throughout the country. In some cities the matter is left to the parents, arrangements being made for supplying books to children whose parents are too poor to purchase them; in other cities text books are included in the expenditures covered by the school tax or income; and in others the school boards make contracts with publishers for the purchase of the books and they are sold to the children at a small profit.

Hon. J. O. Wilson, superintendent of schools of the District of Columbia, in his annual report for 1879–'80, presents an estimate of the cost of text books absolutely required for the use of a pupil who passes regularly through the prescribed course of study for eight years. The total is $13.47, which gives as the average cost per annum $1.68. The cost of copy books and drawing books is not included, but is estimated at an average of thirty cents a year. These estimates, it should be remembered, give no margin for loss or wear and tear.

GENERALIZATIONS BY YEARS AND BY TOPICS WITHOUT REFERENCE TO STATES.

Statistical summary showing the school population, enrolment, attendance, income, expenditure, &c., for ten years, from 1871 to 1880, inclusive, as collected by the United States Bureau of Education.

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
School population	1871	29	.....	9,632,969	.....
	1872	37	7	12,740,751	88,097
	1873	37	11	13,324,797	134,128
	1874	37	11	13,735,672	139,378
	1875	36	8	13,889,837	117,685
	1876	37	8	14,121,526	101,465
	1877	38	9	14,093,778	133,970
	1878	38	9	14,418,923	157,260
	1879	38	9	14,782,765	179,571
	1880	38	8	15,351,875	184,405

Statistical summary showing the school population, enrolment, &c.—Continued.

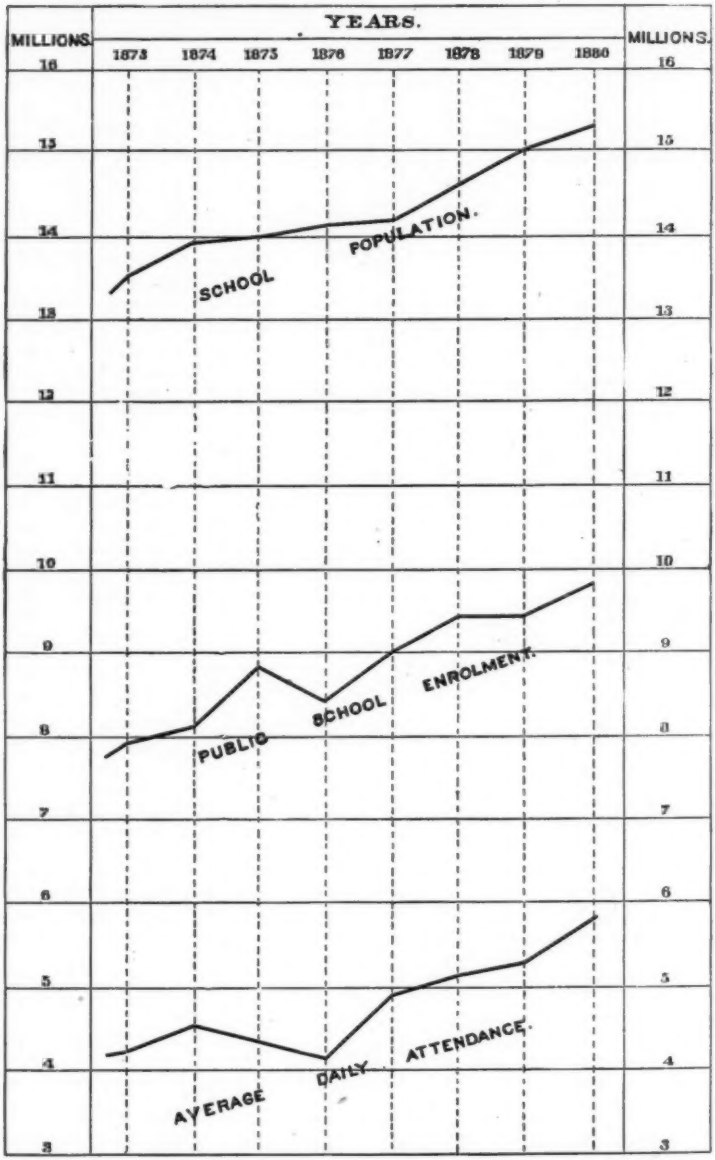
	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
Number enrolled in public schools	1871	28	.....	6,393,085	.....
	1872	34	7	7,327,415	52,241
	1873	35	10	7,865,628	69,968
	1874	34	11	8,030,772	69,209
	1875	37	11	8,678,737	77,92[illegible]
	1876	36	10	8,293,563	79,175
	1877	38	10	8,881,848	72,630
	1878	38	10	9,294,316	78,879
	1879	38	10	9,328,003	96,083
	1880	38	10	9,680,403	101,118
Number in daily attendance	1871	25	.....	3,661,739	.....
	1872	28	4	4,081,569	28,956
	1873	31	5	4,166,062	33,677
	1874	30	4	4,488,075	33,489
	1875	29	5	4,215,380	36,428
	1876	27	5	4,032,632	34,216
	1877	31	4	4,886,289	33,119
	1878	31	5	5,093,298	38,115
	1879	32	8	5,223,100	59,237
	1880	34	8	5,744,188	61,154
Number of pupils in private schools	1871	14	.....	328,170	.....
	1872	18	5	356,691	7,592
	1873	22	5	472,483	7,859
	1874	13	5	352,460	10,128
	1875	13	5	186,385	13,237
	1876	14	3	228,867	9,137
	1877	12	4	203,082	6,088
	1878	12	4	280,492	6,183
	1879	19	4	358,685	7,459
	1880	21	4	561,209	6,921
Total number of teachers	1871	26	.....	180,635	.....
	1872	33	7	216,062	1,177
	1873	35	6	215,210	1,511
	1874	35	8	239,153	1,427
	1875	36	9	247,423	1,839
	1876	37	9	247,557	1,726
	1877	37	9	257,454	1,842
	1878	38	9	269,192	2,612
	1879	38	9	270,163	2,523
	1880	38	10	280,034	2,610
Number of male teachers	1871	24	.....	66,949	.....
	1872	30	6	81,135	374
	1873	28	5	75,321	529
	1874	28	7	87,395	490
	1875	31	8	97,796	656
	1876	32	9	95,483	678
	1877	33	9	97,638	706
	1878	34	8	100,878	789
	1879	34	8	104,842	985
	1880	35	8	115,064	948

Statistical summary of the school population, enrolment, &c.—Continued.

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
Number of female teachers	1871	24	.....	108,743	.....
	1872	30	6	123,547	633
	1873	28	5	103,734	786
	1874	28	7	129,049	731
	1875	31	8	132,185	963
	1876	32	9	135,644	898
	1877	33	9	138,228	986
	1878	34	8	141,780	1,027
	1879	34	8	141,161	1,342
	1880	35	8	156,351	1,306
Public school income	1871	30	.....	$64,594,919	.....
	1872	35	6	71,988,718	$641,551
	1873	35	10	80,081,583	844,666
	1874	37	10	81,277,686	881,219
	1875	37	8	87,527,278	1,121,672
	1876	38	9	86,632,067	717,416
	1877	37	9	85,959,864	906,298
	1878	38	10	86,035,264	942,837
	1879	38	10	82,767,815	1,020,259
	1880	38	10	82,684,489	1,255,750
Public school expenditure	1871	24	.....	61,179,220	.....
	1872	31	6	70,035,925	856,056
	1873	36	10	77,780,016	995,422
	1874	35	9	74,169,217	805,121
	1875	34	9	80,950,333	982,621
	1876	36	10	83,078,596	926,737
	1877	37	8	79,251,114	962,244
	1878	38	10	79,652,553	877,405
	1879	38	10	77,176,354	1,015,168
	1880	38	10	78,836,399	1,196,439
Permanent school fund	1871	19	.....	41,466,854	.....
	1872	31	1	65,850,572	64,385
	1873	28	1	77,870,887	137,507
	1874	28	.....	75,251,008	.....
	1875	28	3	81,486,158	323,236
	1876	30	2	97,227,909	1,526,961
	1877	26	2	100,127,865	2,106,961
	1878	32	1	106,138,348	1,506,961
	1879	30	2	110,264,434	2,776,593
	1880	33	2	119,184,029	3,694,810

Diagram No. 4,

Showing school population, the enrolment in public schools, and the average attendance thereon, in the Union, from 1873 to 1880.



BRIEF SUMMARY OF THE EDUCATIONAL CONDITION OF THE UNION.

NEW ENGLAND STATES—MAINE.

The exceptional increase in youth of school age that was noted here in 1878–'79 was more than lost in 1879–'80, the number of them falling off 1,068, with a corresponding decrease in enrolment and average attendance in State schools. Funds for the support of schools being $31,168 less, the already low average rate of teachers' pay was reduced, fewer school-houses were repaired and put into good condition, and the average time of school was 1 day less. Almost the only points of increase were 46 more school-houses, a higher cost by $2,625 of the new ones built during the year, and an advance of $47,476 in the estimated value of school property.

For the decade ending 1879–'80 the record is much more encouraging. Youth of the age for free instruction were indeed fewer by 10,852 than in 1870–'71, but better teachers made the public schools so much more attractive that about 11,000 more pupils in summer and 2,000 more in winter were drawn into them and about 14,000 more in summer and 4,500 more in winter were kept in average attendance. To meet this increase, there were 392 more school-houses, the condition of 625 was bettered, and good high schools in good buildings were more numerous. Valuation of school property hence went up $506,608. The permanent school fund, too, had $129,178 added to it, and the receipts for schools were in the last year of the decade $196,353 greater than in the first. All this goes to show a higher interest in education.

NEW HAMPSHIRE.

Loss meets us here in 1879–'80 as respects youth to be instructed, enrolment in the public schools, the number of such schools, the buildings for them, the teachers in them, the receipts and expenditures for their support, and, as a consequence of these last, the pay of women teaching. On the other side appears a gain in average attendance, in graded schools and high schools, in teachers engaged for successive terms, in schools supplied with maps and globes, and in the valuation of school property.

For the ten years ending June, 1880, there was also loss at some points with gain in others. Ninety-two school districts died out, and 93 poor school-houses went with them; but on the whole there were in 1880 more State schools by 155, and a greatly larger number had needful apparatus for instruction, with better teachers to impart it. Only 32 more teachers were reported, showing that continuous employment for the year was much more frequent towards the close, as was the engagement of the same teachers for successive years. The annual school term was lengthened 35.3 days, school property was rated $828,901 higher, income for school purposes was $143,571 greater, and average attendance was increased by 2,788, although both youth of school age and youth enrolled had fallen off, the former by 4,363 and the latter by 4,622. This last increase was probably due to improved graded school and high school instruction, with a higher proportion of teachers from normal schools.

VERMONT.

Receipts for public schools in 1879–'80 were less by $110,628 and expenditures for them less by $41,884 than in the previous year. Hence, probably, came a reported decline in teachers' pay, in the number teaching in the public schools, and in the number of pupils; private and church schools enrolled, seemingly, most of the pupils who were thus lost.

For the ten years ending with 1879–'80, 8,568 more free pupils were gathered into the State schools, with 244 more pupils in other schools; the teachers in State schools increased by 175, although the schools were only 21 more, the quality of the teaching being probably greatly improved through the introduction of 228 more teachers trained in normal schools. The available State school fund, which seems to be the United States deposit fund, apparently remained the same throughout.

MASSACHUSETTS.

In any other State than this an enrolment of 306,777 in public schools when there were only 307,321 children of school age (which in Massachusetts, however, extends

only from 5 to 15) would be considered excellent, especially when the average daily attendance reached 89 per cent. of the average membership and when 10,360 pupils in evening schools, 1,081 in charitable and reformatory, and 26,289 in private and church schools swelled the total under instruction (not including those in colleges) to 37,186 more than the whole number of school age. Yet this splendid record for 1879–'80 was in some respects a falling off from that of the preceding year, there having been then 4,751 more in the public schools, with 171 more in evening schools, though the number in private and church schools was 2,459 less. The difference seems largely due to the transfer of many Roman Catholic children from the public schools to church schools.

For the ten years from 1870–'71 almost the only falling off was in the State charitable and reformatory schools, of which there were 3 less at the close of the decade than at the beginning, with 9 fewer teachers and 450 fewer youths in them; for, though private and church schools numbered 55 less, the attendance on them was 10,901 greater. The public schools were 494 more in number, with an average term 8 days longer; they had 33,116 more pupils enrolled and 31,377 more in average daily attendance. There were 65 more evening schools, the average attendance in them being 1,024 greater. Aside from collegiate and scientific students, there were about 45,000 more children under instruction in 1880 than in 1870–'71.

RHODE ISLAND.

With a growth of 2,711 in youth of school age for 1879–'80 we find 1,206 fewer day school pupils here under the public system, though evening schools had 286 more enrolled. The average number in the day schools, however, was 111 greater and the average daily attendance was 278 greater. Receipts for schools fell off $41,757; the pay of male teachers was reduced $3.60 a month on an average, and, notwithstanding 7 new buildings provided, school property was rated $760,026 less than in the previous year.

For the ten years closing with 1879–'80 the increase of 13,485 in children to be taught was well met by an increased enrolment in public schools of 12,240, but not quite as well by an addition of 4,773 to the average daily attendance. The public day schools numbered 412 more, and many of the additional ones were graded; the school term was lengthened by 14 days; 406 more teachers were employed; the average pay of these had been considerably increased; receipts for schools were $44,411 greater, and expenditures for them $83,041 more.

CONNECTICUT.

Receiving an increase of $90,729 in income for its schools and expending for them $32,495 more in 1879–'80 than in 1878–'79, this State gathered into its public and other schools almost twice as many as the additional youth of school age, and held more than half this added number in average attendance in its public schools alone. To meet this increase of pupils there was an increase of teachers employed and of departments in public schools, with an apparent improvement in the methods and quality of teaching.

For the ten years from 1870–'71 the record is also excellent, the increased enrolment in public, private, and church schools coming within 515 of the whole increase in youth of school age, while in public schools the increased average attendance was brought almost to an equality with the increase of school youth. The instruction given in the public schools was also made more efficient by steady annual additions to the teaching corps of State normal school graduates, of whom there were at least 300 or 400 in the decade. And yet, with all the increase of pupils and trained teachers, with 83 more graded schools and 304 more departments, the schools were so economically managed that the expenditure on them at the end of the ten years was $88,606 less than at the beginning.

MIDDLE ATLANTIC STATES—NEW YORK.

Progress during 1879–'80 is shown by an increase in the public school revenues and in the valuation of public school property, by the employment of 300 more teachers

for the full term, and by the fact that 177 more had diplomas from normal schools. Still, out of 12,446 more children of school age, only 1,552 more attended public schools; while in church schools there were 5,893 fewer. An increase appears of students attending normal schools, academies, colleges, and professional schools; but there is a decrease of 3,346 in the whole number under instruction.

Since 1870–'71 there has been a great advance in the number and value of public school buildings and sites, in the number of teachers employed, and in those trained in normal schools, institutes, and academic teachers' classes; there was a corresponding increase in the number teaching continuously throughout the year. But, with 138,489 more youth of school age and a decrease of 26,866 in attendance on private and church schools, the enrolment in public schools increased only 3,483, though the average attendance was 79,441 more, the number in academies and colleges also increasing by 986.

NEW JERSEY.

With an increase here over 1878–'79 of only 2,867 in youth of school age, 4,222 more pupils attended public, private, and church schools; and in public schools the increased average attendance was 1,731 greater than the increased enrolment. There was more than a corresponding advance in the number of teachers employed, a slight decrease in the average length of term, and a considerable increase in public school income, although the average pay of teachers was diminished. More districts reported good and very good school-houses; 27 new ones were built (some of them large and expensive), while others were refurnished or remodelled, all indicating that school property must have really increased in value, although the estimate of it was less than in 1878–'79.

During the last ten years the number of public schools has increased, while that of private and church schools has diminished; but the enrolment in both classes has greatly advanced, making a total increase of 48,955 against that of 64,727 in youth of school age. The average daily attendance, too, has largely increased, keeping pace with improvement of teachers, for whose training provision is made in a State normal school, 4 city normals, and required annual county institutes.

PENNSYLVANIA.

There are here reported for 1879–'80 more public schools than in the previous year by 269, with 219 more graded; also, an increase of 1,570 in public school enrolment and of 13,955 in average daily attendance. Attendance on private and church schools also advanced 3,486. In public schools 152 more teachers were employed, all but 25 of them men; notwithstanding nearly 500 more of them were trained in normal schools, there was a decrease in their pay, as well as in the total income for public school purposes.

During the ten years ending with 1879–'80 there was an increase of 102,696 in enrolment and of 34,439 in average daily attendance on public schools; also, an increased attendance on private and church schools. The number of public school teachers employed, of schools sustained, and of those in which drawing and vocal music were taught increased by about 3,000 in each case and the estimated value of school property by more than $8,000,000. The teaching force was greatly improved by the addition of more than 2,000 normal school graduates, as well as of many students in those schools who did not wait to graduate, and also by the training of the whole force in county and district institutes. Still, the average monthly pay of teachers decreased during the period, that of men by $8.68, that of women by $4.44, and the income for public schools was only slightly increased.

DELAWARE.

The report for 1879–'80 shows encouraging advance in most respects: an increased enrolment in public schools, a greater number of school districts, schools, and teachers; but a decrease in the pay of teachers and in public school income. The schools for colored youth (not in the public system, but under the care of the Delaware

Association for the Education of the Colored People) also increased considerably in number, enrolment, and average attendance.

The earliest report in the decade available for comparison is for 1871–'72. Since then there was an increase of 4,715 in the number of white youth of school age and of 6,263 in public school enrolment; also, an increase in school districts, schools, and teachers. In 1875 a new era in the school system was begun. To the white schools was given a State superintendent, whose duty it is to visit schools, examine teachers, and hold annual teachers' institutes, the result being a great improvement in teachers, schools, and other important points. Colored people were then first granted the right of being taxed to support schools for their children, the expenditure for such schools and their supervision being committed to the Association for the Education of the Colored People above mentioned.

MARYLAND.

Although the public school enrolment here for 1879–'80 was about 3,000 less than the previous year, the average daily attendance was greater by 1,533; but while more schools were taught and more teachers employed, teachers' pay was less, corresponding to a decrease in the income for public school purposes. Great improvement is not expected in the schools until public sentiment shall justify a larger expenditure of money for them.

Since 1870–'71 there has been an increase of 46,748 in public school enrolment, of 29,343 in average attendance, of 535 in public schools, of 856 in teachers, of $252,240 in school income, and of $590,859 in the amount of public school fund, the only item of decrease being $4.77 in teachers' pay. In the counties, excluding Baltimore, while the population increased only about 17½ per cent., public school enrolment was 47½ per cent. greater and expenditure 21 per cent. greater; the cost per capita on enrolment was 18 per cent. less.

VIRGINIA.

The year 1879–'80 was the best for public school work ever known in the State. The serious falling off caused by lack of funds in 1878–'79 was more than repaired. With 72,106 more of school population, enrolment increased by 112,662; average attendance, by 62,663; number of schools, by 2,363; graded schools, by 77; and the average term, by 6 days. Of school buildings owned by districts there were 363 more, and school property increased in value by $88,588. With an increased expenditure for public schools there was a decided reduction in the per capita cost of education and also in the pay of teachers, the latter being paid less than in any previous year, although the instruction given was believed to be better. More than half the increase in school population was of colored youth; but a comparatively small proportion of them were in public schools; there was a creditable increase, however, in the enrolment and average attendance of this class also.

Since 1870–'71, the beginning of free schools in this State, there has been a decided and steady improvement in their character and the public appreciation of them. With 144,703 more youth of school age, there was an increase of 92,448 in enrolment, of 52,682 in average attendance, of 1,990 in schools taught, of 20 days in the average term, and of 2,205 school-houses owned by districts. Attendance on private and church schools also advanced somewhat.

SOUTHERN ATLANTIC STATES—NORTH CAROLINA.

In 1880, with an increase of 33,135 in youth of school age, there appears a decrease of 13,143 in enrolment and of 2,986 in average attendance, due to the fact, however, that out of 90 counties only 78 report enrolment, 74 the average attendance of whites, and 72 that of colored. Many more school districts and school teachers are noticed. Valuation of school property decreased $13,232, though 309 more school-houses were reported, many counties failing to give the valuation. With an apparent decrease of about $94,000 in receipts, the balance on hand, notwithstanding increased expenditure, would leave about $171,000 towards the expenses of 1880–'81.

During the decade a marked advance is noticed: in youth of school age, of 191,387; in enrolment, of 119,926; in public school-houses, of 2,139; in teachers, of 1,998; in receipts, of $188,051; and in expenditure, of $195,825. A State summer normal school was established by a law of 1877, and provision was made for training colored pupils continuously in a normal seminary of their own. Several private secondary institutions, too, have done good normal work. The State university, within the last five years, has added legal, medical, and engineering courses, and an agricultural school is flourishing.

SOUTH CAROLINA.

An increased enrolment of 11,609 pupils for 1880 is reported, the proportion being over three times as many colored as white. More school districts, public schools, and teachers are found, but, with 74 more school-houses, a falling off in the value of school property. The receipts for school purposes were largely increased, and there was marked progress in the efficiency and qualification of teachers.

Increase all along the line is noticeable from 1870 to 1880: 1,334 more schools, with 68,016 more pupils and 1,273 more teachers, the monthly wages paid these decreasing, however, about $10. The 1,271 more school buildings added $161,502 to the value of school property, and the receipts for school purposes went up from $241,000 to $440,111. Although the closing of the State normal school in 1877 was a blow to progress, there is hope of this being offset somewhat by institute work started in 1880. That and the normal training given in divers secondary schools and through the aid of the Peabody fund at the Normal College, Nashville, Tenn., have helped towards improvement of both schools and teachers, so that a foundation has been laid for future development.

GEORGIA.

The increase in the number of public schools, in the enrolment and attendance, and in the pupils at private elementary and secondary schools all indicate that progress continues to be made in education in this State. Including the collegiate institutions, there were 605 more schools of all grades and 28,705 more pupils in 1880 than in 1879. Reports from the chief cities indicate that three times as many children are now taught in the public schools for a less sum of money than one-third of these formerly cost in the private schools. But among things still required to give a longer school term and a better education, are a larger school fund and fuller training of teachers through county and State institutes.

A thorough system of general education was required by the constitution of 1868, but not till 1871 were the public schools established, and not till 1873 had sufficient funds been accumulated to maintain them for three months. In 1874 there were schools in operation in 125 counties, and by 1876 a school debt of $300,000 had been paid off. Since 1873 a continuous advance is noticed in the number of public schools, in enrolment, and in average attendance, so that, considering the limited means, the results achieved have been remarkable. During the decade 5 schools of agriculture and the mechanic arts were established, as branches of the State university, in different parts of the State. The State Teachers' Association and that of Middle Georgia were also aids to progress.

FLORIDA.

A decided improvement in school affairs is reported in 1879–'80, notwithstanding a diminished revenue. In many cases private contributions kept the schools open, and as a result the reports show 81 more schools, 127 more teachers, an increased enrolment of 2,281, and an average daily attendance greater by 1,445. Since 1878 school property had advanced $16,000, in most counties the patrons of the schools furnishing the school buildings; yet even this was not in proportion to the increased attendance and number of schools.

For the ten years the schools were greatly aided by the sums given from the Peabody fund. Much of this was used for training teachers, and through them its effects were felt in the schools. In 1870–'71 only about one-fifth of the children of the State received

educational benefits. In 1873 private citizens in several counties gave money, lands, and school buildings to aid the school system. Within the last four years 25 per cent. more school-houses have been built, 50 per cent. more schools taught, a greatly increased enrolment of the school population secured, and more efficient teachers provided. Up to 1875 there were few schools outside the larger towns, while in 1880 nearly 600 were scattered through the rural districts. Little was done in the way of superior, scientific, and professional instruction. Attempts were made to start an agricultural college as the beginning of a State university, but the outgrowth amounted to almost nothing.

GULF STATES — ALABAMA.

An increase here of 4,905 in public school enrolment and of 5,604 in average attendance, out of 11,354 additional youth of school age in 1879–'80, shows more progress than could well have been expected, in view of the facts that there were 74 fewer public schools reported, with 60 fewer teachers, and a decreased expenditure of $1,568 for school purposes. That there was any gain at all in average attendance under such circumstances seems remarkable, and the fact that it was so great goes to show at once growing eagerness for education and improvement in the teaching in the schools.

During the first four years of the decade ending in 1880 there was a continual struggle in order to maintain public schools. The laws were objectionable to the people, who refused to pay the local taxes; the school funds were soon exhausted; the treasury declined to cash warrants, and private contributions had to be solicited to keep the schools open. From 1874–'75 greater confidence was manifested in the school system, and marked advance was noticeable in the number of schools taught and in the enrolment therein. Six normal schools and departments were established during the decade. Provision was made for teachers' institutes and for a State association. The State university added to its schools, and the Agricultural and Mechanical College, organized in 1872, made considerable progress.

MISSISSIPPI.

An increase over 1879 of 64,319 in youth of school age, of 18,951 in enrolment, of 17,788 in average daily attendance, of 202 teachers with salaries increased between two and three dollars, and an advance both in receipts and expenditures indicate an onward tendency in 1880, though by no means as great as might be wished. Normal training was given to 431 students during the year, more than double the number reported in the previous year. Teachers' institutes, too, were held in different parts of the State through aid furnished from the Peabody fund, and these doubtless prepared the way for greatly better teaching. The Agricultural and Mechanical College opened with 200 students in October, 1880.

For the decade, an increase of 121,927 youth of school age, of 125,018 enrolled, of 71,431 in average daily attendance, and of 2,913 teachers was presented. The wages of teachers were such that an apparent decrease in pay of $28.40 a month is noticeable. Teachers' warrants, however, formerly much below par, are now at par, so that in reality they receive more pay than ten years ago. Since 1878 private academies and colleges (having suitable school buildings, proper faculties, and libraries of over 200 volumes) are reckoned qualified to fit students for the university as if they were public high schools. The opening of Alcorn University in 1872 added to the schools for superior instruction; the establishment of an agricultural and mechanical college at Starkville, under a charter of February 28, 1878, gave opportunity for scientific training, and many students availed themselves of it.

LOUISIANA.

There is such a dearth of statistics here for both 1879 and 1880 that but little can be gleaned as to the state of school affairs; but as the constitution of 1879 provided very small support for the common schools and as its restriction of local taxation influenced matters greatly, educational progress was necessarily checked, while a large emigration of colored people was begun. A diminution in youth of school age, in

enrolment and attendance, in receipts and in the available fund, and an increase in teachers are reported. The schools of New Orleans suffered by the restrictions of the constitution, but, owing to an appropriation made by the city, were taught, although with small pay to teachers.

From 1870 to 1880 the youth of school age increased 11,202; the enrolment, 16,004; the average daily attendance, 25,039; teachers, 894. The receipts, however, were less by $74,654 and the available school fund by $62,633. Various changes in school laws were made, for which see the abstract of the State, p. 118. Reorganizations of the school system took place in 1870–'71 and in 1877; in the latter year the schools were graded, the studies indicated, and the public schools designated as elementary, academic, and normal. Including the year 1870 the decade furnished the following steps toward progress: Kindergarten training begun; 2 normal schools and a normal department opened; teachers' institutes provided for; additional high schools reported; the Louisiana State University and Agricultural and Mechanical College reorganized and newly chartered; theological and legal training undertaken; a school for the blind opened; and a teachers' association started, although that and the institutes failed of late years to hold regular meetings.

TEXAS.

The reports from this State for 1880 are not particularly encouraging, as, with an increase of 26,925 youth of school age, the enrolment decreased 5,868 and the number of schools fell off 280. Fewer school-houses were built and school property diminished in value $23,210. With 890 fewer teachers, the monthly wages of men were increased and those of women decreased. Considerable falling off in the income for public schools was apparent, and a corresponding decrease in expenditure. This state of things arose in part from the want of active State and county supervision, of provision for local taxation, and of normal training for teachers, which last was remedied somewhat by the opening of 2 State normal schools in 1879; in 1880 the subject of carrying out the provisions of the constitution of 1876 in regard to a State university was fully discussed and the first steps were taken.

Various changes in school officers; the dropping of the State superintendency in 1875; the changing of the school age from 6–18 to 8–14; the revision of the school system in 1876, which, among other things, did away with compulsory attendance; the shortening of the ordinary time for free schooling from 12 to 6 years, with provision made for only a 4 months' annual term, all came in the ten years ending in 1880. Still, the records of the first few years showed substantial gains in many respects, and 1876 opened with a wholly new system, which reached its highest point in 1878–'79, and then ceased to meet public expectation. During the last six years the Peabody fund trustees gave about $50,000 towards the formation and maintenance of graded schools. Additional opportunities for superior instruction, also, were presented by the opening of two more colleges during the decade, and the State Agricultural and Mechanical College (organized in 1876) helped on the work.

SOUTHERN CENTRAL STATES — ARKANSAS.

Reports from many counties in this State were so imperfect previous to 1880 as to make all totals doubtful. But, as far as can be ascertained from a much improved general report, there was in 1879–'80 an even greater educational progress than that noted in 1878–'79; for, with an increase of only 10,946 educable youth, there was an enrolment in the public schools reaching 6,977 beyond this, so that, unless many duplicate enrolments were reported, there must have been a considerable inroad made into the ranks of those previously untaught. To meet this increase of enrolment, there were 77 more school-houses owned or rented, 369 more teachers, and an expenditure of $32,607 more for schools. All this has come largely from the active efforts of an energetic and efficient superintendent, aided at some important points with allowances from the Peabody fund.

When 1879–'80 is compared with 1870–'71, the record is much less encouraging, and goes to show the ill effect of the changes in the school system made in the middle of the decade, when the county superintendency was abolished, local taxation restricted to 5 mills on $1 for school purposes, and the holding of a school in any district made optional in any year in which the revenue from State apportionment and this small tax rate would not make possible a 3 months' term. Hence, with an increase of 51,310 in youth to be instructed, only 975 more were reported in the State schools at the close of the ten years than at the beginning, with 301 more teachers. All else, with one doubtful exception, indicates loss: fewer school-houses built, 806 fewer in all the State, a diminished valuation of school property, and $296,271 less annual income for school purposes.

KANSAS.

Progress at almost all points marks 1879–'80 as compared with the preceding year: 28,416 more persons of school age, 23,000 more in the State schools, and 13,952 more in average daily attendance, with provision for this increase in 310 more school-houses. There were 858 more teachers engaged at somewhat higher pay and an addition of $291,944 to the current school revenue. Still further evidence of progress appears in 163 more districts with uniform text books, 673 more with graded courses of study, and a rise of $225,908 in the valuation of school property.

For 1880, as compared with 1870–'71, there are like tokens of a healthy ten years' growth: of the 198,289 more educable youth, 141,657 were brought into the schools and 84,776 held in habitual attendance. In 3,422 more school-houses instruction was given by 4,702 more teachers, most of the later ones trained in normal schools and normal institutes to a much higher and more effective style of teaching. School income rose in the same period $1,085,561 and the valuation of school property $2,444,345. Almost the only show of falling off is in the pay of teachers; another, of 9 days in the average length of school term, given in a return, being made doubtful by the printed report for 1880, which presents an increase of 5 days.

MISSOURI.

Growth meets us here again for both 1879–'80 and for the decade which then closed, the enrolment in the public schools in 1879–'80 exceeding by 26,594 that of the year before and by 5,263 the increase of youth entitled to free schooling, while 11,710 more children were in average attendance daily in 546 more schools, under teachers better trained and changed less frequently than in former years. Permanent school funds increased by $1,408,580, though school property was rated $1,646,599 less in value and current school income fell off $62,671.

For the whole decade there was great advance at every point, the additional public school enrolment including at the close 57,265 more youth than had meantime come of school age, making thus a deep inroad into the mass of the previous illiteracy, while an average of 32,108 more of the enrolled were in the schools each day. This, with an increase of 1,699 public schools, of 1,631 teachers for them, of $2,333,287 in receipts for schools, and of $4,261,383 in the permanent funds for the support of them, is a record of which the State may well be proud.

KENTUCKY.

Statistics from this State for 1879–'80 were received so late that comparatively few of them appear in the ten years' table on pages 108 and 109. As finally settled, they may be found in Table I of the appendix. They indicate an increase in youth of school age of 5,318, of which increase 1,727 were white and 3,591 colored pupils. From the absence of all figures for 1878–'79, except on these points, no other comparison with that year can be made.

From 1870–'71 to 1879–'80 the few figures available show that youth to be educated had increased by 155,325; those enrolled in public schools, by 87,124; those in average attendance, by about 73,000, including in the last year colored youth, who were not

reported in the first. Beyond this, from the imperfection of the statistics for the first year, there are no means of telling progress.[1]

TENNESSEE.

The statistics of 1879–'80 show an increase over 1878–'79 of 30,219 in youth of school age, of 25,454 in the number of these in public schools, and of 5,299 in the average attendance in such schools. Including private with public schools, the additional enrolment was 31,515, and the additional average attendance 9,917. The number of public school-houses was 252 more; of private schools, 163 more; of the teachers in these, 198 more; and the pay of teachers in the public schools was 99 cents more a month, with a little over $14,000 more in receipts and expenditures for public schools. The permanent school fund remained the same. All other figures for the year indicate loss: there was a diminution of 90 in public schools, of 35 in the number of these graded, of 8 in the consolidated schools, of 48 in number of State teachers, and of $95,690 in the estimated value of State property in schools; but these last may come from imperfect reports.

For the ten years covered in other States there are no data sufficient to indicate accurately the decennial growth, reports for the first three years being exceedingly imperfect. From 1875–'76 to 1879–'80 there was a growth of 110,731 in school population, of 95,961 in enrolment in the public schools, and of 65,553 in average attendance in these, with a like growth in the provision for this increase; such as 1,625 more public schools, 889 more buildings for them, 1,744 more teachers in them, and $26,642 more expenditure for their support, though receipts fell off $39,518.

WEST VIRGINIA.

Progress at almost every point appears in this young State in 1879–'80 as compared with 1878–'79, there being 3,990 more youth of school age, 6,324 more in the public schools, and an increase of 1,436 in average daily attendance. Provision for these greater numbers is found in 86 more public schools, 84 more school-houses, $3,562 more income for school purposes, and $7,793 more disbursed, giving larger pay for teachers on the whole, the permanent school fund also being increased by $23,915. Items of decrease, comparatively slight, were 2 fewer graded schools, 2 days less of average school term, 28 fewer male teachers, and a somewhat smaller rating of school property.

When we come to a comparison of 1870–'71 with 1879–'80, there are difficulties in the arithmetical results at several points, growing out of imperfection in the reports of the former year, especially as to youth of school age; some counties then reported such youth without distinction of white and colored, so that the sum of these, as far as they are distinguished, does not make the total of all youth 6 to 21 years old. Comparison of the relative increase of the races is hence impossible. Comparing totals only, we find in the ten years an increase of 43,364 in educable youth, an enrolment in the public schools exceeding by 22,887 this increase, and an average daily attendance almost equalling the whole number of school age. To meet this increase there were reported 1,498 more school-houses, at least 1,468 more schools, 1,666 more teachers, $159,014 more of annual school fund, and $194,689 more of permanent fund. School

[1] After the present statement and the other statistics elsewhere given in reference to Kentucky were in type, a report for 1880 was received, from which the following figures are taken:

Number of children of school age, white and colored, 545,118; highest number of white children attending school, 245,358, of whom 158,218 were in daily average attendance; total number of teachers in schools for whites, 6,776—4,418 males and 2,358 females; average monthly pay of white male teachers, $21.71 in counties and $90.07 in cities; white female teachers, $21.71 in counties and $66.77 in cities; number of school districts, 6,950—6,177 for whites and 773 for colored; teachers' institutes for whites held during the year, 144; normal schools taught, 11; number of private schools, 831; private academies or high schools, 155; colleges, 55; universities, 3; amount apportioned by the State for common schools for whites, $598,193; for white school commissioners, $36,014; for colored schools, $31,950; for commissioners of same, $2,344; amount raised by district tax, subscriptions, &c., for white schools, $379,739; which items make a total of $1,048,240, the total expenditure for schools for whites being $803,203; amount of permanent fund, $1,755,682; estimated real value of sites, buildings, &c., $2,119,407 for whites and $41,000 for colored; number of school-houses built during the year, 122, at a total cost of $31,498; total average from State appropriation, local taxation, subscription, &c., for each white child of school age, $2.04; for each colored child, from State apportionment only, 48 cents.

property, from the increased number and better quality of buildings, was valued $657,262 higher, and the average school term was 13 days longer than in 1870–'71, nothing showing any diminution but the average pay of teachers

STATES ON THE PACIFIC SLOPE—NEVADA.

The work of education was systematically advanced in 1879–'80 in the larger school communities; new school buildings of good architectural design were put up at Eureka and Reno. Much improvement in the grading of schools was manifested in the last two years, and the schools throughout the State were considered to be in a fair condition. Provision was made in 1879 for Kindergarten departments as a part of the public school system, and considerable educational zeal was reported at Gold Hill and Virginia City. Against an increase of only 297 in youth of school age, an increased enrolment of 1,611 in public and private schools is reported. The valuation of school property was larger by $53,980, the number of teachers by 13, and the pay of men by $17.01, while that of women was diminished by $6.09. The amount of permanent school fund was $35,000 more, the current expenditure for support of schools $35,035 less, while schools sustained without rate bills were fewer by 35.

For the decade there was progress at all points: a school fund larger by $357,000; more teachers by 123; more pupils by 7,156 in all schools; greater average length of term, more school districts and more high schools; an enhanced value of $218,189 in public school property; and a better attendance by 616 at private schools. Special taxes were levied in 9 more districts and in 75 more no rate bills were required. Of the 126 additional schools, 88 were graded. The laws from 1873 provided for the compulsory attendance of children 8 to 14 years of age for at least 16 weeks in the year. An act was passed forbidding discrimination in the salaries of teachers on account of sex. Another provided for the control and maintenance of a State university, to be at Elko, which must, however, take some time to grow to collegiate rank.

CALIFORNIA.[1]

The advance in educational condition here in 1880 was evidenced in 64 additional school districts, 88 more State schools with good accommodations, 137 more with good sized grounds, and many more with well ventilated and well furnished buildings; perhaps still better evidenced by the fact that, although school youth were fewer by 426, there was a growth of 4,079 in enrolment and of 2,498 in average attendance in the public schools; while private schools lost 479 pupils. With more holders of life diplomas, more teachers, and more schools of second grade, there was, on the other hand, decrease in schools of first and third grade, as well as in new school-houses; in teachers holding educational diplomas, or first, second, and third grade certificates; in teachers who were graduates of normal schools; in receipts and expenditures for public schools: the former of $80,691, the latter of $146,336. A part of this last came from a reduction of the average pay of teachers, $1.87 a month for men and $1.64 a month for women.

Since 1870 the reports indicate an increase of 85,862 youth of school age, of 65,257 in enrolment, and of 36,680 in average daily attendance in the public schools, though 571 fewer pupils were reported in private schools. The public schools increased by 1,253; school property, by over three and one-half millions; the income and expenditure for public schools, by $1,688,521 in the former case and $1,151,140 in the latter. The average monthly pay of both sexes also advanced. The State school tax went up from 10 cents on $100 in 1870 to 26 cents in 1879; the county tax, from 35 cents on $100 of taxable property during 1870–1874, to 50 cents as an allowed maximum in 1880. Kindergärten were first opened in the State in 1876; in 1880 many, both free and otherwise, were located in the different cities. Higher instruction, too, was aided by the establishment of 3 new colleges; normal training, by means of 2 new schools and 3 departments.

[1] The Office is specially indebted to Mrs. S. B. Cooper for data in regard to education in California.

OREGON.

This State presents indications of progress since 1878–'79. The graded schools increased by 9 from the preceding year. Teachers were more interested in their work, were attending institutes and subscribing for educational journals, and county superintendents were giving more attention to the work of supervision. A more rigid examination of applicants for first grade certificates was indicated by a decrease of 18 in the number attaining such grade. Increase in youth of school age reached 3,151, in enrolment in public schools 4,815, and in average daily attendance 6,595, with increase, too, of 55 in districts reporting, of nearly two days in the average length of school term, of 94 in the number of teachers, of 112 in those holding second grade certificates, and of $46,900 in the value of school property. Fewer private schools, and a diminished attendance at such, a decrease in the pay of women teachers, and in both receipts and expenditures, are also reported.

For the decade there was an increase of 25,560 in youth of school age, of 16,533 in enrolment, of 371 in organized districts, of $3.38 in the monthly salary of women teachers, of $185,381 in the receipts for public schools, and of $236,933 in the expenditure for them. The average term of public schools was, however, nearly half a day less in 1879–'80 than in 1870–'71, and male teachers were paid $5.81 less a month. Steps toward further progress were the founding of a State agricultural college in 1872 and of a State university in 1876, with provision in 1878 for making high schools a part of the State school system and for making all public schools entirely free to resident youth 6 to 21 years of age, more being done in the later years for the improvement of the teaching force through institutes and normal schools.[1]

NORTHERN CENTRAL STATES—OHIO.

An advance during 1879–'80 is reported here in nearly all important respects. With only 2,905 more youth of school age, public school enrolment increased by 12,487 and average attendance by 16,289, while 442 new school-houses were built at a cost of $711,835 and 360 more teachers were permanently employed; all strongly confirming other evidence of improvement in methods of instruction, in school accommodations, and in the qualifications of teachers. Almost the only offsets to this progress are a diminution in teachers' pay — that of men by 25 cents a month, that of women by $2 — and a decrease in public school income.

Similar educational activity is noted during other years of the decade. With only 11,823 more youth of school age in 1879–'80 than in 1870–'71, public school enrolment increased by 15,016 and average attendance by 43,827, while attendance on private and church schools increased by 21,736, making a total of 36,752 more children under instruction. There were 1,577 more teachers employed, but at reduced pay, and 572 more public school-houses were added, with 2,061 more rooms, making accommodations for 61,830 more children; the income for public schools was increased by $160,232.

MICHIGAN.

An increase of 19,228 in youth of school age during 1879–'80 was met with one of 20,418 in public school enrolment. This advance, particularly noticeable in ungraded schools, was attributed to the better character of those schools in the rural districts, an improvement ascribed to the influence of county institutes and better local supervision. In 75 new public school-houses 4,738 more sittings were furnished; women were paid on an average $2.25 more a month, and the value of school property advanced $988,546. Nine more teachers' institutes were held; 13,803 volumes were added to public school libraries; graded and high schools increased in number; standards of admission to professional schools were raised somewhat and their courses lengthened; and the work of the normal school and the university was unusually successful. There was, on the other hand, a decrease of 9 days in the average school term, of $1.41 in the average monthly pay of men teaching, and of $110,193 in the income for public schools.

[1] Rev. George H. Atkinson has placed this Office under obligations for valuable educational data regarding Oregon and Washington Territory.

During the decade there was substantial progress in public school affairs, commencing with the abolition of rate bills in 1869 and the passage of a compulsory attendance law in 1870. With an increase during the ten years of 112,026 in youth of school age, there were 70,090 more enrolled in public schools; 1,100 additional school-houses provided 71,269 sittings; of 1,053 more school districts, 123 had graded schools; the average school term was a day longer; and teachers' institutes increased by 49. Although the qualifications of teachers must have greatly improved, their pay decreased by $12.64 for men and $1.48 for women, the income for public schools also decreasing.

INDIANA.

With a decrease here during 1879–'80 of 4,543 in youth of school age, there were 7,391 more enrolled in public schools and 9,516 more in average daily attendance. The average term of school was 4 days longer, and, indeed, reached a higher point than ever before. School property increased in value by $30,250, and the number of school districts by 9[illegible]. Graded school districts, however, decreased by 46, the income for public schools by $24,820, the number of teachers by 12, and the average monthly pay of men by $1.40, while that of women was 20 cents more.

During the decade there was an increase of 61,226 in enrolment and of 26,588 in average attendance on public schools, with 80,830 more youth of school age. There were 393 more school districts and 54 fewer without schools; the average term of schools increased by 31½ days, the number of graded schools by 255, of school-houses by 658, and the valuation of property by $4,436,115. The character of school-houses improved greatly, even those in the rural districts being reported good, and only 75 of them log cabins, against 1,100 such in 1865. More teachers by 1,745 were employed, 641 men and 1,104 women, the men being paid $1.40 less a month and the women $4.80 more.

ILLINOIS.

Here the record shows that fewer schools by 29 were taught in 1879–'80 than in the previous year, that fewer districts by 81 reported, and that 18 more of those reporting were without schools. Still there was an increase of 10,707 in public school enrolment and of 27,159 in average daily attendance, against only 10,157 more youth of school age. There were also 12,776 more attending private schools, the increase in attendance on all schools being thus more than twice as great as that of school population. The average length of school term increased by 6 days, the number of graded schools by 61, of districts reporting libraries by 52, of volumes in the latter by 10,037, the value of school property by $1,027,144, and the public school income by $1,695,613. The average monthly pay of male teachers rose 47 cents, while that of women declined $2.38.

During the decade fair educational progress was made, although not as great proportionally as for the last year. The increase of 32,260 in public school enrolment was indeed far below that of 132,434 in school population, but counting the increased private school attendance of 25,557, gives a total of 57,817 more under instruction, while the average daily attendance increased by 89,952. More districts reported by 487 and 113 fewer were without schools; 808 more schools were taught, 270 more being graded and 19 more high. The average term increased by 3 days, school-houses by 905, value of property by $2,498,314. Income for public schools increased by $367,271, but the pay of teachers fell off $7.08 for men and $5.20 for women, although a much greater proportion were professionally trained.

WISCONSIN.

With 483,229 youth of school age, this State during 1879–'80 enrolled in public schools 299,258 pupils and in private schools 25,938, making 325,196 in all, besides nearly 2,000 in State normal schools, over 3,000 in colleges and academies, and 1,648 in benevolent and reformatory institutions, giving an increase for the year of 10,182. A large proportion of this advance was in public school enrolment, which increased by 7,972, while, according to the figures, youth of school age decreased by 224. There were added 18 graded and 7 high schools; 41 new buildings provided 3,947 more seats

and increased the value of school property by $127,700. The average school term in cities decreased by about 3 days, while in the counties it increased by 9. Public school income was greater by $476,647, while the average pay of teachers was slightly less.

During the decade a steady and substantial progress in school affairs is noted, though in some respects not in proportion to the growth of the State. With an increase of 62,281 in youth of school age, the number enrolled in public schools increased by only 33,973, and that in private schools by 8,671. Students in State normal schools increased steadily during the entire period; the number of graded schools also increased; both facts indicating a probable improvement in teachers, yet their average monthly pay declined by $19.56 for men and $1.64 for women in cities and by $4.26 for men and $2.71 for women in counties. Public school-houses increased by 734, and seats furnished by 50,841; the value of property by $1,306,812 and the income for public schools by $781,276.

MINNESOTA.

During 1879–'80 public school enrolment increased by 8,303; average daily attendance, by 3,971; number of school districts, by 243; and of graded districts, by 22; public school-houses, by 277; value of public school property, by $72,189; income, by $133,273, and average length of school term, by 2 days. The average monthly pay of teachers remained nearly the same, that of men being 49 cents less, that of women 29 cents more.

Since 1870–'71 a steady increase in public schools, school-houses, pupils enrolled, and in average attendance met the equally constant increase in youth of school age. The number of youth has not been reported later than for 1877–'78, when it was 271,428, the enrolment in that year being 167,825, an increase since 1870–'71 of 102,411 in school population and of 53,842 in enrolment. During the decade there was an increase of 1,512 organized school districts, of 61 districts with graded schools, of 1,383 school-houses, and of $1,398,077 in value of school property. The average monthly pay of men teaching decreased by $2.39 and that of women increased by $2.07. The most serious loss seems to have been in average length of school term, which decreased 39 days.

IOWA.

The school population increased during 1879–'80 by 9,203; public school enrolment fell off 5,260, and average attendance 4,866. The percentage of public school enrolment on school population was 2.06 less; that of average attendance on enrolment, 0.39 less. Attendance on private schools also declined. The number of public schools taught, however, increased, as did the number of school-houses and value of property; but the average monthly pay of teachers slightly decreased and public school income was $28,772 less.

The record for the ten years is much more favorable. With an increase of 125,927 in school population, 84,119 more were enrolled in public schools and 48,274 more were in average attendance, besides an increase of 10,693 attending private schools, making 94,812 additional pupils under private and public training. The average school term was 18 days longer; school-houses increased by 3,439; the value of school property was more by $2,374,333, and income for public schools more by $1,997,964. The average monthly pay of teachers slightly increased during the first half of the decennial period, but decreased after 1875–'76, till in 1880 it was $4.84 less for men and $1.52 less for women than in 1870, although there was great improvement in the teaching.

NEBRASKA.

Here school population increased during 1879–'80 by 18,937 and public school enrolment by 15,593, the number enrolled being 65 per cent. of the school population, against 62 per cent. in 1878–'79. Private school attendance was not reported. Of 356 new school districts, 8 more had graded schools, 109 more furnished free text books, and 152 more had terms lasting at least six months, while the average term increased

by 2 days. Public school-houses increased by 212; the value of property, by $254,680; public school income, by $240,486; the average monthly pay of teachers, by $2.87 for men and $2.37 for women.

The increase during the ten years has been striking, youth of school age advancing by 101,285 and public school enrolment by 69,284, the enrolment having gained 16 per cent. on school population, an advance of 1.6 for each year. The average school term increased by 37 days, the number of school-houses by 2,143, and value of school property by $1,643,831. The only offset to these indications of progress is a decrease in teachers' pay, that for men being $2.38 and that for women $4.68 a month less, while their qualifications, it is stated, have been much improved through the influence of normal schools and teachers' institutes.

COLORADO.

With 5,828 more youth of school age, public school enrolment increased by 3,348, and average daily attendance by 1,699, more than half the increased enrolment being in graded schools. There was also an increase of 37 in school-houses, of $185,519 in value of school property, of 382 in volumes in libraries, and of $213,082 in income for public schools. Still, the per cent. of enrolment on school population was only 62 against 63 the year before, and that of average attendance on enrolment only 57 against 58, showing a slower rate of increase. The country schools suffered from short terms, frequent changes of teachers, and inefficient teaching, resulting partly from a lack of school funds and an insufficiency of provision for the training of teachers, though school funds on the whole were large for so young a State.

In ten years the youth of school age increased from 7,742 to 35,566; public school enrolment, from 4,357 to 22,119; and average attendance, from 2,611 to 12,618. School districts increased by 254, school-houses by 212, value of school property by $599,836, and school income by $441,307. The average length of school term was not reported for the last two years, but in 1877–'78 it was only 91 days—17 less than the year before, and even 1 less than in the first year of the decade. The average monthly pay of the teachers decreased somewhat during the period, but there has been a tendency toward equalizing the pay of men and women doing the same grade of work.

THE TERRITORIES—ALASKA.

Alaska shows encouraging progress in educational matters during the year. The day and boarding school at Fort Wrangell averaged 100 day and 22 boarding pupils, and another school was opened late in the year. At the Sitka schools about 200 Indian children were reported. Still another school, for the Chilkut tribe, is spoken of, and on Prince of Wales Island a school-house was to be erected.

For the decade there is marked advance, notwithstanding the drawbacks occasioned by the absence of law or any form of government. Schools were established by the Alaska Commercial Company on the islands of St. Paul and St. George, averaging 18 to 20 pupils, respectively, up to 1877. Since then the Presbyterians have helped much in the educational work. Teachers sent out by them have established schools at Fort Wrangell and Sitka, and, as nearly as can be ascertained, have given instruction to 300 or more children, with most encouraging results.

ARIZONA.

Arizona presents increase in youth of school age, enrolment, and average attendance, in rooms for study and in teachers, in the value of school property, and in both receipts and expenditures. Female teachers averaged $2 more in monthly salary; male teachers, $1 less. Short sessions in the rural school districts produced a decrease in the average length of term, although city and village schools were taught from 150 to 200 days.

State and county taxes were increased during the decade, the former from 10 to 15 cents on each $100 of taxable property; the latter varied somewhat, but, from a maximum of 50 cents in 1871, reached 80 cents in 1879. Frequent changes in teachers

and county superintendents hindered progress in a measure, yet so marked was the advance that an increase has taken place since 1872–'73 of 5,488 in youth of school age, of 3,879 in enrolment, of $106,602 in the estimated value of school property, of $61,179 in receipts, and of $55,643 in expenditure for school purposes.

DAKOTA.

Dakota statistics are so imperfect for 1879–'80 that fair comparisons can scarcely be made. Some of the largest counties failed to report; others sent only partial returns. As the figures stand, there was decrease in everything except receipts and expenditures. In these, notwithstanding the decrease in 1879 from 3 to 2 mills on the dollar in the general school tax, the increase stood $43,261 in receipts and $48,524 in expenditure. From this it is probable that full reports would have shown growth instead of decline, as at present indicated.

Taking the imperfect statistics of 1879–'80 as a basis, there was, since 1871–'72, an advance of 8,084 in youth of school age, of 6,069 enrolled, of 174 teachers, of $90,700 in receipts, and of $90,280 in expenditures. The average monthly pay of men decreased, however, $28.30; that of women, $10.10. Little has been done to further secondary and superior instruction. A high school at Yankton reported a 4 years' course, 49 pupils enrolled, and 11 pupils, the fourth graduating class, receiving diplomas in 1880. No attempt has yet been made to establish colleges, universities, or professional schools.

DISTRICT OF COLUMBIA.

The District of Columbia had in 1879–'80 an increase of 1,309 in public school enrolment over the previous year and one of 1,149 in average attendance, to meet which were 23 more school-rooms seating 1,100 more pupils, and 31 more teachers. The sum of $96,957 was added to the school income, 4 days were added to the school term, and $21,641 to the value of school property.

For the ten years ending in 1880, there was an additional enrolment only 605 short of an increase of school youth reaching 11,887, and an additional average attendance only 1,511 short of the same. The number of sittings increased by 8,526; the teachers, by 202; the expenditure for public schools, by $65,032; the value of school property, by $456,355; but the school term was shortened 7 days. Private schools only barely held their own, but charitable and special schools took in and trained almost all that the public schools did not, while normal, collegiate, and professional education flourished. A college for deaf-mutes and a school for nurses, among others, gained large favor.

IDAHO.

Idaho, with only 404 more school youth in 1879–'80, enrolled 1,162 more pupils in public schools, and expended $18,812 more upon these, increasing the number of its public schools considerably.

From 1870–'71 to 1879–'80 it gathered into its schools 1,444 more than the additional 4,408 youth of school age, had 127 more schools, raised $33,235 more for school purposes, and expended $19,809 more.

INDIAN TERRITORY.

The Five Nations, though with better organized schools than previously, either had not as many youth in school or made less perfect report of those enrolled, showing 152 less than in 1878–'79 and giving no indication of the number of the teachers, unless 29 more day schools implied so many more to teach them. The other regions inhabited by the red race showed 47 more youth enrolled and 163 more ordinarily present in 3 more schools with 62 more teachers. Among these schools were several in the West and at least 4 in the East where youth of both sexes, separated from the reactionary influences of their homes, were trained by teachers of the highest skill in useful industries and ordinary studies, with the happiest results on their mental, moral, and physical condition.

For the ten years from 1870–'71 there was among all Indians outside of Alaska an increased attendance of 3,580 in schools of some kind under 118 more teachers, the organization of the schools in general improving and the instruction becoming apparently more practical, more interesting, and hence more useful.

MONTANA.

While the number of youth of school age was greater by 1,185 in 1879–'80 than the previous year, only 61 more were enrolled in public schools and 298 fewer were in average attendance. The value of school property and number of houses and of schools (including graded schools) fairly increased, but there was a decrease of 9 days in the average length of term, a consequence of insufficient school funds. These, however, increased considerably during the year, as did the pay of teachers, men receiving $5.50 a month more and women $4.21 more.

The showing is much better for the eight years beginning in 1872–'73, prior to which statistics do not reach. Since then there has been a large and constant increase in most points indicating progress; school population and enrolment more than doubled, while the average attendance nearly trebled. The number of teachers employed and of schools taught was nearly double, and the value of school property more than five times as much as in 1872–'73. The school term was 13 days longer; the average monthly pay of men teaching, $3.23 greater, but that of women less by $12, while the income for public schools more than doubled, going from $33,161 to $78,730.

NEW MEXICO.

New Mexico made no report to the Bureau for 1879–'80, and it seems doubtful whether any was made, according to its school law, to the poorly paid school officer who is required to make such reports, through its board of education, to the governor and territorial legislature.

For the whole decade ending with that year there were, indeed, but 3 different reports of schools presented to the outside world through the voluntary action of the territorial secretary, except the statistics of the United States census of 1870, which showed that in that year only about 1 youth in 16 of school age was attending school at all, and that only 188 of these were in the 5 schools termed public schools. The remaining 1,610 under instruction were all in 39 private or church schools. In 1874 the schools reputed public (though most of these were really church schools) had come to be 116, with 4,694 pupils, 39 other schools enrolling 1,158. In 1875 the first named reported 5,151 pupils; the others, 1,359. In 1876 the pupils in the former were 6,285; in the latter, 1,544.

UTAH.

Utah, whose schools, like those of New Mexico, take very much the cast of the religion dominant in the Territory, throughout the decade furnished full reports. These showed for 1879–'80 a total of 1,202 more pupils (out of 5,743 more of school age) in territorial schools, the average attendance coming close up to the enrolment. The term of instruction, however, was shorter by 11 days; school property decreased $21,262 in value.

For the whole decade there was an additional enrolment of 7,334 in territorial schools and an additional average attendance of 4,359 out of 11,935 more of school age, the teachers in these schools (which alone reach through the ten years) being 159 more. The school term was 24 days shorter. The income and expenditure for schools, about $5,000 more in the ten years, did not quite keep pace with the advance in school attendance.

WASHINGTON.

Washington Territory presents for the first and last years of the decade only the imperfect statistics of census takers, who, in a wide and sparsely settled region, evidently reached only a part of the population and the schools. As far as these show anything, they indicate an increase of some 16,000 in youth to be instructed, of from

5,000 to 7,000 in school attendance, of perhaps 300 in the number of the territorial schools, and of about as many in the number of the teachers in these, with proportionate increase in funds for all school purposes.

WYOMING.

Wyoming meets us with like difficulties of comparison, increased by wider blanks in the reports presented and the absence of a school report of any kind for 1879–'80 up to the time at which this goes to press. All that can be said, in these circumstances, can be only general in character, and amounts to only this: that public school enrolment has increased within the decade by somewhere about 2,000; that, through the excellence of schools in the well settled districts, average attendance appears to have increased in larger ratio; and that the foundations of a good school system are said to have been well laid.

COMPARATIVE STATISTICS OF EDUCATION IN THE SOUTH.

Table showing comparative population and enrolment of the white and colored races in the public schools of the recent slave States, with total annual expenditure for the same in 1880.

States.	White.			Colored.			Total expenditure for both races. [a]
	School population.	Enrolment.	Percentage of the school population enrolled.	School population.	Enrolment.	Percentage of the school population enrolled.	
Alabama	217, 590	107, 483	49	170, 413	72, 007	42	$375, 465
Arkansas	[b]181, 790	[c]53, 229	29	[b]54, 332	[c]17, 743	33	238, 056
Delaware	31, 505	25, 053	80	3, 954	2, 770	70	207, 281
Florida	[b]46, 410	[c]18, 871	41	[b]42, 099	[c]20, 444	49	114, 895
Georgia	[d]236, 319	150, 134	64	[d]197, 125	86, 399	45	471, 029
Kentucky	[e]478, 597	[c]241, 679	50	[e]66, 564	[c]23, 902	36	803, 490
Louisiana	[c]139, 661	[d]44, 052	32	[c]134, 184	[d]34, 476	26	480, 320
Maryland	[f]213, 669	134, 210	63	[f]63, 591	28, 221	44	1, 544, 367
Mississippi	175, 251	112, 904	64	251, 438	123, 710	49	830, 704
Missouri	681, 995	454, 218	67	41, 489	22, 158	53	3, 152, 178
North Carolina	291, 770	136, 481	47	167, 554	89, 125	53	352, 882
South Carolina	[g]83, 813	61, 219	73	[g]144, 315	72, 853	50	324, 629
Tennessee	403, 353	229, 290	57	141, 509	60, 851	43	724, 862
Texas	[h]171, 426	138, 912	81	[h]62, 015	47, 874	77	753, 346
Virginia	314, 827	152, 136	48	240, 980	68, 600	28	946, 109
West Virginia	202, 364	138, 779	68	7, 749	4, 071	53	716, 864
District of Columbia	29, 612	16, 934	57	13, 946	9, 505	68	438, 567
Total	3, 899, 961	2, 215, 674	.....	1, 803, 257	784, 709	.....	12, 475, 044

[a] In Delaware and Kentucky the school tax collected from colored citizens is the only State appropriation for the support of colored schools; in Maryland there is a biennial appropriation by the legislature; in the District of Columbia one-third of the school moneys is set apart for colored public schools; and in the other States mentioned above the school moneys are divided in proportion to the school population without regard to race.

[b] Several counties failed to make race distinctions.

[c] Estimated.

[d] In 1879.

[e] For whites the school age is 6–20; for colored, 6–16.

[f] Census of 1870.

[g] In 1877.

[h] These numbers include some duplicates; the actual school population is 230,527.

Statistics of institutions for the instruction of the colored race for 1880.

Name	Location.	Religious denomination.	Instructors.	Students.
NORMAL SCHOOLS.				
Rust Normal Institute	Huntsville, Ala	Meth	*a*3	*a*235
State Normal School for Colored Teachers	Huntsville, Ala		3	125
Lincoln Normal University	Marion, Ala		5	234
Emerson Institute	Mobile, Ala	Cong	6	304
Alabama Baptist Normal and Theological School	Selma, Ala	Bapt	6	200
Normal department of Talladega College	Talladega, Ala	Cong	2	50
Southland College and Normal Institute	Near Helena, Ark		14	239
State Normal School for Colored Students	Pine Bluff, Ark		1	126
Normal department of Atlanta University	Atlanta, Ga	Cong		224
Haven Normal School	Waynesboro' Ga	Meth	2	200
Normal department of Berea College	Berea, Ky	Cong	(*b*)	(*b*)
Normal department of Straight University	New Orleans, La	Cong	5	232
Peabody Normal School	New Orleans, La		2	43
Baltimore Normal School for Colored Teachers	Baltimore, Md		*a*4	*a*190
Centenary Biblical Institute	Baltimore, Md	M. E	*c*4	*c*118
Natchez Seminary	Natchez, Miss	Bapt	(*d*)	(*d*)
Tougaloo University and Normal School	Tougaloo, Miss	Cong	4	197
Lincoln Institute	Jefferson, Mo		4	97
State Normal School for Colored Students	Fayetteville, N. C		3	106
Bennett Seminary	Greensboro', N. C	M. E	4	125
Whitin Normal School	Lumberton, N. C		3	55
St. Augustine's Normal School	Raleigh, N. C	P. E	*a*4	*a*81
Shaw University	Raleigh, N. C	Bapt	*a*5	*a*192
Normal School	Wilmington, N. C		4	129
Institute for Colored Youth	Philadelphia, Pa	Friends		29
Avery Normal Institute	Charleston, S. C	Cong	9	440
Normal department of Brainerd Institute	Chester, S. C	Presb	3	20
Claflin University, normal department	Orangeburg, S. C	M. E	*a*3	*a*167
Fairfield Normal Institute	Winnsboro', S. C	Presb	4	360
The Warner Institute	Jonesboro', Tenn		3	154
Knoxville College	Knoxville, Tenn	Presb	14	82
Freedmen's Normal Institute	Maryville, Tenn	Friends	13	211
Le Moyne Normal Institute	Memphis, Tenn	Cong	8	254
Central Tennessee College, normal department	Nashville, Tenn	M. E	6	173
Nashville Normal and Theological Institute	Nashville, Tenn	Bapt	6	205
Normal department of Fisk University	Nashville, Tenn	Cong	6	166
Tillotson Collegiate and Normal Institute	Austin, Tex		*a*3	*a*158
State Normal School of Texas for Colored Students	Prairie View, Tex		*a*3	*a*49
Hampton Normal and Agricultural Institute *e*	Hampton, Va	Cong	*c*30	*c*354
St. Stephen's Normal School	Petersburg, Va	P. E	8	370
Storer College	Harper's Ferry, W. Va		5	245
Miner Normal School	Washington, D. C		*a*5	*a*19
Normal department of Howard University	Washington, D. C	Non-sect	4	95
Normal department of Wayland Seminary	Washington, D. C	Bapt	6	94
Total			227	7,408

a In 1879.

b Included in university and college report.

c For all departments.

d No separate report for this department; see under institutions for secondary instruction, next page.

e In addition to the aid given by the American Missionary Association, this institute is aided from the income of Virginia's agricultural college land fund.

Statistics of institutions for the instruction of the colored race for 1880—Continued.

Name.	Location.	Religious denomination.	Instructors.	Students.
INSTITUTIONS FOR SECONDARY INSTRUCTION.				
Trinity Normal School	Athens, Ala	Non-sect	2	216
Lowery's Industrial Academy	Huntsville, Ala			
Talladega College	Talladega, Ala	Cong	6	142
Walden Seminary	Little Rock, Ark	M. E	2	60
Cookman Institute	Jacksonville, Fla	M. E	4	175
Florida Institute	Live Oak, Fla	Bapt	2	91
Clark University	Atlanta, Ga	M. E	6	169
Storrs School	Atlanta, Ga	Cong	*a*5	*a*528
Howard Normal Institute	Cuthbert, Ga	Cong	*a*3	*a*66
La Grange Seminary	La Grange, Ga	M. E	*a*4	*a*140
Lewis High School	Macon, Ga	Cong	3	150
Beach Institute	Savannah, Ga	Non-sect	5	229
La Têche Seminary	La Têche, La	M. E	3	100
Day School for Colored Children	New Orleans, La	R. C		80
St. Augustine's School	New Orleans, La	R. C	3	30
St. Mary's School for Colored Girls	New Orleans, La	R. C		60
St. Francis' Academy	Baltimore, Md	R. C		*a*50
Meridian Academy	Meridian, Miss	M. E	2	100
Natchez Seminary	Natchez, Miss	Bapt	6	112
Scotia Seminary	Concord, N. C	Presb	7	181
Washington School	Raleigh, N. C	Cong	*a*3	*a*149
Williston Academy	Wilmington, N. C	Cong		
Albany Enterprise Academy	Albany, Ohio	Non-sect	3	65
Polytechnic and Industrial Institute	Bluffton, S. C	Non-sect	8	266
High School for Colored Pupils	Charleston, S. C	P. E		
Wallingford Academy	Charleston, S. C	Presb	*a*6	*a*433
Brainerd Institute	Chester, S. C	Presb	5	*b*306
Benedict Institute	Columbia, S. C	Bapt	10	196
Brewer Normal School	Greenwood, S. C	Cong	1	75
West Tennessee Preparatory School	Mason, Tenn	Meth	2	104
West Texas Conference Seminary	Austin, Tex	M. E	3	101
Wiley University	Marshall, Tex	M. E	3	216
School of the Bluestone Mission	Abbyville, Va	U. Presb	4	245
Thyne Institute	Chase City, Va	U. Presb	3	251
Richmond Institute	Richmond, Va	Bapt	4	94
Indian University	Tahlequah, Ind. Ter	Bapt	2	57
Total			120	5,237
UNIVERSITIES AND COLLEGES.				
Atlanta University	Atlanta, Ga	Cong	*c*12	48
Berea College	Berea, Ky	Cong	*c*13	*ab*180
Leland University	New Orleans, La	Bapt	*c*5	*c*148
New Orleans University	New Orleans, La	M. E	*a*5	*a*92
Straight University	New Orleans, La	Cong	7	28
Shaw University	Holly Springs, Miss	M. E	5	223
Alcorn University	Rodney, Miss	Non-sect	9	123
Biddle University	Charlotte, N. C	Presb	8	140
Wilberforce University	Wilberforce, Ohio	M. E	*a*15	*ac*150
Lincoln University	Lincoln University, Pa	Presb	13	161
Claflin University and College of Agriculture	Orangeburg, S. C	M. E	*a*10	*a*165

a In 1879. *b* Includes normal students. *c* For all departments.

Statistics of institutions for the instruction of the colored race for 1880—Continued.

Name.	Location.	Religious denomination.	Instructors.	Students.
UNIVERSITIES AND COLLEGES—Continued.				
Central Tennessee College	Nashville, Tenn	M. E	5	139
Fisk University	Nashville, Tenn	Cong	7	87
Hampton Normal and Agricultural Institute	Hampton, Va	Cong	(a)	(a)
Howard University b	Washington, D. C	Non-sect	5	b33
Total			119	1,717
SCHOOLS OF THEOLOGY.				
Alabama Baptist Normal and Theological School	Selma, Ala	Bapt	1	50
Theological department of Talladega College	Talladega, Ala	Cong	1	15
Institute for the Education of Colored Ministers	Tuscaloosa, Ala	Presb	1	.....
Atlanta Baptist Seminary	Atlanta, Ga	Bapt	c3	c72
Theological department of Leland University	New Orleans, La	Bapt	1	41
Theological department of Straight University	New Orleans, La	Cong	1	23
Centenary Biblical Institute	Baltimore, Md	M. E	d4	d118
Theological department of Shaw University	Holly Springs, Miss	M. E	1	25
Natchez Seminary	Natchez, Miss	Bapt	4	18
Theological department of Biddle University	Charlotte, N. C	Presb	4	10
Bennett Seminary	Greensboro', N. C	M. E	1	5
Theological department of Shaw University	Raleigh, N. C	Bapt	c2	c59
Theological Seminary of Wilberforce University	Wilberforce, Ohio	M. E	c7	c16
Theological department of Lincoln University	Lincoln University, Pa	Presb	c5	c22
Benedict Institute	Columbia, S. C	Bapt	.....	43
Baker Theological Institute (Claflin University)	Orangeburg, S. C	M. E	c2	c28
Nashville Normal and Theological Institute	Nashville, Tenn	Bapt	6	44
Theological course in Fisk University	Nashville, Tenn	Cong	2	15
Theological department of Central Tennessee College.	Nashville, Tenn	M. E	4	50
Richmond Institute	Richmond, Va	Bapt	d4	60
Theological department of Howard University	Washington, D. C	Non-sect	4	50
Wayland Seminary	Washington, D. C	Bapt	7	36
Total			65	800
SCHOOLS OF LAW.				
Law department of Straight University	New Orleans, La		4	23
Law department of Central Tennessee College	Nashville, Tenn		3	2
Law department of Howard University	Washington, D. C		3	8
Total			10	33
SCHOOLS OF MEDICINE.				
Meharry Medical Department of Central Tennessee College.	Nashville, Tenn		8	22
Medical department of Howard University	Washington, D. C		9	65
Total			17	87
SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.				
Institution for Colored Blind and Deaf-Mutes	Baltimore, Md		3	32
North Carolina Institution for the Deaf and Dumb and the Blind (colored department).	Raleigh, N. C		de15	e90
Total			18	122

a Reported with normal schools.

b This institution is open to both races, and the figures are known to include some whites.

c In 1879.

d For all departments.

e For the years 1877–1879

Summary of statistics of institutions for the instruction of the colored race for 1880.

States and Territories.	Public schools.		Normal schools.			Institutions for secondary instruction.		
	School population.	Enrolment.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama	170,413	72,007	6	25	1,148	3	8	358
Arkansas	54,332	17,743	2	15	365	1	2	60
Delaware	3,954	2,770	.....	.....	.....	.....	.....	.....
Florida	42,099	20,444	.....	.....	.....	2	6	208
Georgia	197,125	86,399	2	2	424	6	26	1,282
Kentucky	66,564	23,902	1	.....	.....	.....	.....	.....
Louisiana	134,184	34,476	2	7	275	4	6	270
Maryland	63,591	28,221	2	8	308	1	.....	50
Mississippi	251,438	123,710	2	4	197	2	8	212
Missouri	41,489	22,158	1	4	97	.....	.....	.....
North Carolina	167,554	89,125	6	23	687	3	10	330
Ohio	.....	.....	.....	.....	.....	1	3	65
Pennsylvania	.....	.....	1	.....	291	.....	.....	.....
South Carolina	144,315	72,853	4	19	987	6	30	1,276
Tennessee	141,509	60,851	7	56	1,245	1	2	104
Texas	62,015	47,874	2	6	207	2	6	317
Virginia	240,980	68,600	2	38	724	3	11	590
West Virginia	7,749	4,071	1	5	245	.....	.....	.....
District of Columbia	13,946	9,505	3	15	208	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	1	2	57
Total	1,803,257	784,709	44	227	7,408	36	120	5,237

States.	Universities and colleges.			Schools of theology.			Schools of law.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama	.....	.....	.....	3	3	65	.....	.....	.....
Georgia	1	12	48	1	3	72	.....	.....	.....
Kentucky	1	13	180	.....	.....	.....	.....	.....	.....
Louisiana	3	17	268	2	2	64	1	4	23
Maryland	.....	.....	.....	1	4	118	.....	.....	.....
Mississippi	2	14	346	2	5	43	.....	.....	.....
North Carolina	1	8	140	3	7	74	.....	.....	.....
Ohio	1	15	150	1	7	16	.....	.....	.....
Pennsylvania	1	13	161	1	5	22	.....	.....	.....
South Carolina	1	10	165	2	2	71	.....	.....	.....
Tennessee	2	12	226	3	12	109	1	3	2
Virginia	1	.....	.....	1	4	60	.....	.....	.....
District of Columbia	1	5	33	2	11	86	1	3	8
Total	15	119	1,717	22	65	800	3	10	32

Summary of statistics of institutions for the instruction of the colored race for 1880—Cont'd.

States.	Schools of medicine.			Schools for the deaf and dumb and the blind.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Maryland	.....	.....	.....	1	3	32
North Carolina	.....	.....	.....	1	15	90
Tennessee	1	8	22	.....	.....	.....
District of Columbia	1	9	65	.....	.....	.....
Total	2	17	87	2	18	122

Table showing the number of schools for the colored race and enrolment in them by institutions without reference to States.

Class of institutions.	Schools.	Enrolment
Public schools	a16,669	784,709
Normal schools	44	7,408
Institutions for secondary instruction	36	5,237
Universities and colleges	15	1,717
Schools of theology	22	800
Schools of law	3	33
Schools of medicine	2	87
Schools for the deaf and dumb and the blind	2	122
Total	16,793	800,113

a To these should be added 412 schools, having an enrolment of 21,457, in reporting free States, making total number of colored public schools 17,081, and total enrolment in them 806,166; this makes the total number of schools, as far as reported, 17,295, and total number of the colored race under instruction in them 821,570. The colored public schools of those States in which no separate reports are made, however, are not included.

EDUCATION OF THE COLORED RACE.

From the census of 1870 it appeared that in the recent slave States there were some two and a half millions of colored people above fifteen years of age who were classed as illiterate, and less than 150,000 of school age who up to that date had attended school.

The final report of General O. O. Howard, Commissioner of the Bureau of Refugees, Freedmen, and Abandoned Lands, brought the account of colored schools under his supervision to July 1, 1870. The funds for the support of these schools were supplied by the National Government, benevolent societies, churches, and individuals; and the enrolment in schools of all classes was set down in his estimates at 247,000.

Although the former slave States, excepting Kentucky and Delaware, guaranteed school privileges to all children irrespective of race, the want of funds, existing prejudices, the paralyzing effects of civil war, and the general lack of experience in the organization of schools had prevented as yet satisfactory results from the statutory provisions. In the report of the Freedmen's Bureau it was estimated that a million and a half of the children of the colored race had never been brought under instruction, and the closing of that office excited gloomy apprehensions among those specially devoted to the education of the colored race. In the light of these facts the record of the decade must be regarded as affording a remarkable example of the growth of in-

telligent public sentiment, capacity, and effort in an untried field. The general progress in the work through the successive years from 1870 to 1880, inclusive, may be gathered from the statistical summary and from the review of this period under the respective States in the abstracts. By reference to the table it will be seen that in all the States, except Delaware, Kentucky, and Maryland, school funds were divided in proportion to school population without regard to race.

The enrolment in the colored public schools of the States which report the schools of the two races separately is 784,709, a larger number than heretofore reported. The enrolment in the schools of higher grade increases the total to 800,113.

The number of colored teachers has increased from year to year, and their qualifications have steadily improved. Indeed, the most striking feature in the progress of the work is the multiplication of normal schools and of normal departments for colored students, a result due to the harmony in opinion and intelligent foresight of the various agents concerned in the elevation of the freedmen. The amount of State aid extended to these institutions is at present $37,500.[1] Their main sources of revenue are contributions from religious societies and the appropriations from the Peabody fund. The amount realized from the latter source for 1880 was $31,500, including $600 for model schools and $16,600 for scholarships at the Nashville Normal School.

In addition to the normal schools, normal institutes for colored teachers are conducted in nearly all of the States, as noticed somewhat in detail in the abstracts. These teachers manifest great interest in the opportunities for improvement thus afforded, and the zeal displayed by superintendents and school officers in organizing the institutes is evidence of the impartial spirit with which they administer the trust committed to them. This work also depends very largely on the appropriations from the Peabody fund, which amounted in 1880 to $10,400.

It is impossible to ascertain the amount of money contributed by religious societies to the education of the colored people of the South, as the estimates are included in totals with other disbursements. Some idea of the extent to which these people have been aided in the work may be formed by an examination of the summary of institutions for the instruction of the colored race. Of the normal schools included in that table, 29 are under the auspices of religious denominations, 31 of the 36 institutions for secondary instruction, 13 of the 15 universities and colleges, and all of the schools of theology.

The following details are from reports for 1880 which have come to hand:

The American Missionary Association reports 8 chartered institutions, 12 high and normal schools, and 31 common schools established or aided by its funds. These numbered during the year 180 teachers, 20 matrons, clerks, &c., and 8,052 pupils. The most important single donation received during the year was $150,000 from Mrs. Valeria G. Stone, of Malden, Mass., to be applied to buildings for Fisk, Atlanta, Straight, and Tougaloo Universities and Talladega College.

The Freedmen's Aid Society of the Methodist Episcopal Church reports 6 chartered institutions, 3 theological schools, 1 medical college, and 10 institutions not chartered, having in all a total of 87 teachers and 2,970 pupils. The entire number of pupils who have been taught in its schools is estimated at 63,000, and the number taught by its pupils at 550,000. The estimated value of permanent school property is $250,000.

The American Baptist Home Missionary Society reports 8 institutions for the year 1880, having 1,191 students.[2]

It is generally asserted that the freedmen have made greater progress in education

[1] This sum does not include appropriations to Hampton Normal and Agricultural Institute and the normal department of Claflin University from the proceeds of the national land grant, or the appropriation to the normal department of Atlanta University, included in the $8,000 which the university receives annually from the State in lieu of a portion of the proceeds of the national land grant.

[2] It is estimated that the appropriations of the American Missionary Association, the Freedmen's Aid Society, the Baptist Home Missionary Society, and the Presbyterian Home Missionary Society for educational work in the South, chiefly for the negro race, together with the portion of the Peabody fund devoted to the same purpose, have amounted since the war to nearly $10,000,000.

during the decade than the whites previously deprived of education. While this result is partially due to the greater desire for improvement on the part of the freedmen, it should not be forgotten that their education has not been left to local ability, but has been substantially aided by constant contributions from the people of all the States. Nor should it be forgotten that, while the education of the colored people, as viewed from the standpoint of 1870, is very encouraging, the present provision for the work falls far short of the requirements.

In his last report, that of 1879, the late Dr. Barnas Sears, agent of the Peabody fund, stated that there were about two million children in the Southern States without instruction. Of these probably about one-half were colored.

The percentage of the white school population not enrolled in the schools is nearly as great as that of the colored, and in both cases these percentages represent a class of people who are able to contribute very little to the public revenues. In the present impoverished condition of nearly all the States under consideration, it seems impossible for them to bear even the burden of elementary education for the entire school population. The facts of the case will be understood by an examination of Table I, Part 2, pages xx–xxii.

Taking the States in which the Peabody fund has been disbursed, it will be seen that the per capita expenditure during the year ranges from 79 cents to $3.05, the average for the seven States which report under the heading being $1.91. In the remaining nineteen States which report, the expenditure per capita ranges from $4.75 to $15.26, the average being $7.26. Again, in eight States aided by the Peabody fund, the expenditure per capita of pupils enrolled in public schools averages $3.40. In twenty-three remaining States the average is $9.50.

Evidently the different sections of the country must continue to present very unequal school facilities unless something is done to bring the expenditures nearer a common standard.

Reference has been made to the work of training colored teachers, but it must be remembered that the number of those who receive the benefits of the better instruction is a very small fraction of the entire number employed, so that to all the other disadvantages must be added an unusually large proportion of incompetent teachers. They have zeal, but it is without knowledge.

In the rural districts the houses occupied by these schools are chiefly the churches of the colored people. This lack of well fitted buildings and appliances adds another special embarrassment to the progress of these schools.

Industrial training is as necessary for these people as mental and moral culture, while common humanity suggests the need of the immediate increase of the means for instruction in domestic economy, in the care of the sick, and in the theory and practice of public and private hygiene.

The conditions thus briefly enumerated give emphasis to the plea for national aid for elementary education, based upon the responsibility of the Government with reference to the freedmen.

The committee of the trustees of the Peabody fund, to which was referred the subject of the special needs of education in the South, presented a report at the annual meeting February 13, 1880, and offered the following resolution:

Resolved, That it is expedient that this board should present a memorial to Congress, praying that it may grant such aid as may be required to secure to the colored population of the Southern States the education which is necessary to fit them for the discharge of their duties as citizens of the United States.

In accordance with the report, a memorial was presented to both houses of Congress on the 8th of March of the same year, invoking national aid for the education of the colored population of the Southern States. Two bills were offered in Congress, the one in the Senate, the other in the House, each providing that the proceeds of the public lands shall be set apart for education, and that for the first ten years the apportionment among the States shall be made on the basis of the illiterate population over ten years of age.

PEABODY FUND.

Table showing the amount and disposition of the sums disbursed from the Peabody fund from 1868 *to* 1880, *inclusive.*

	1868.	1869.	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	a1880.	Total.
	Dolls.	*Dolls.*	*Dolls.*	*Dolls.*	*Dolls.*	*Dolls.*	*Dolls.*	*Dolls.*	*Dolls.*	*Dolls.*	*Dolls.*	*Dolls.*	*Dolls.*	*Dollars.*
Va..	4, 750	12, 700	10, 300	15, 950	29, 700	36, 700	31, 750	23, 350	17, 800	18, 250	15, 350	9, 850	6, 800	233, 250
N. C	2, 700	6, 350	7, 650	8, 750	8, 250	9, 750	14, 300	16, 900	8, 050	4, 900	4, 500	6, 700	3, 950	101, 850
S. C.	3, 550	7, 800	3, 050	2, 500	500	1, 500	200	100	4, 150	4, 300	3, 600	4, 250	2, 700	38, 200
Ga..	8, 562	9, 000	6, 000	3, 800	6, 000	13, 750	6, 500	9, 750	3, 700	4, 000	6, 000	6, 500	5, 800	89, 362
Fla ..	.....	1, 850	6, 950	6, 550	6, 200	7, 700	9, 900	1, 800	1, 000	6, 500	3, 900	3, 000	2, 600	57, 950
Ala .	1, 000	5, 700	5, 950	5, 800	9, 900	6, 000	9, 700	2, 200	5, 500	3, 700	1, 100	3, 600	1, 200	61, 350
Miss	1, 338	9, 000	5, 600	3, 250	4, 550	6, 800	6, 700	5, 400	9, 950	5, 990	600	4, 000	4, 200	67, 378
La..	8, 700	10, 500	5, 000	12, 400	11, 500	.....	2, 750	1, 000	2, 000	2, 000	8, 000	7, 650	4, 200	75, 700
Tex.	.....	.....	1, 000	.....	.....	.....	1, 000	1, 350	4, 450	10, 800	8, 550	7, 700	16, 000	50, 850
Ark.	.....	4, 300	11, 050	9, 200	12, 250	11, 400	3, 600	1, 500	1, 000	6, 300	6, 000	5, 600	4, 700	76, 900
Tenn	4, 800	11, 900	15, 050	22, 650	23, 250	27, 800	33, 100	27, 150	10, 100	15, 850	14, 600	12, 000	1, 900	220, 150
W. Va	.....	10, 900	13, 000	9, 150	17, 900	15, 750	15, 100	10, 500	8, 600	6, 810	5, 050	4, 000	2, 000	118, 760
Total.	35, 400	90, 000	90, 600	100, 000	130, 000	137, 150	134, 600	101, 000	76, 300	89, 400	77, 250	74, 850	55, 150	1, 191, 700

a The figures for 1880 are taken from the report of the general agent, dated February 17, 1880, which report covers a period of but four and a half months; the appropriations, however, appear to be those for the entire year, though the report is not specific on this point.

From the table it will be seen that the total disbursements from the Peabody fund since 1868 amount to $1,191,700. The sum distributed in 1880 was $55,150. The decrease in the appropriations during 1879 and 1880 resulted from the reduction of interest on United States Government bonds and changes in other securities. Prior to 1878 the money was chiefly applied to the support of elementary schools. During the last two years the amounts thus expended have been comparatively small, the fund being chiefly employed in the support of teachers' institutes, normal schools, and scholarships for students preparing to become teachers. A judicious use has been made of the Peabody medals as a means of stimulating pupils in the schools no longer needing substantial aid.

With reference to the policy recently pursued, Dr. Sears said in his report:

The school year has opened auspiciously; and our new policy of concentrating our efforts mainly on normal schools is received with great favor, proving that we were not mistaken in supposing that the public mind was prepared for the change we have made. The qualification of teachers is now a topic of absorbing interest in all the States. Scarcely a public meeting is held or an article written on the subject of education in which this point is not discussed. Attention is drawn to it in legislative bodies also, and the result begins to appear in their action.

The death of Dr. Barnas Sears,[1] which occurred on the 6th of July, 1880, deprived the South of a wise, zealous, and devoted friend and counsellor. Happily for the country, the views which he entertained and the plans which he elaborated in connection with his associates, the trustees of the Peabody fund, had been so fully set forth in his reports that the fruits of his experience are not sacrificed in his death.

[1] See obituary notice, p. 332.

TABLE II.—*Summary of school statistics of*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
1	Mobile, Ala*	29,132	7–21	.....	.....	.....	a125	172	4,659	4,014
2	Selma, Ala	7,529	7–21	1,757	2	.....	14	....	882	717
3	Little Rock, Ark	13,185	6–21	6,169	5	1,750	33	170	2,503	1,655
4	Los Angeles, Cal*	11,180	5–17	2,981	10	.....	27	193	1,776	1,161
5	Oakland, Cal	34,556	5–17	8,108	19	6,200	129	202	5,996	5,067
6	Sacramento, Cal*	21,420	5–17	4,943	11	.....	75	194	3,895	.....
7	San Francisco, Cal	233,953	6–17	53,892	68	.....	686	211	38,320	28,150
8	Stockton, Cal	10,287	5–17	2,182	8	1,954	33	198	2,031	1,298
9	Denver, Colo. (⅓ of city)	35,629	6–21	5,700	7	2,600	65	186	3,210	1,953
10	Bridgeport, Conn	29,148	4–16	6,641	18	4,318	91	190	5,229	3,529
11	Danbury, Conn	11,669	4–16	2,588	.....	.....	44	....	2,271	e1,554
12	Greenwich, Conn	7,892	4–16	1,887	d19	.....	29	...	1,552	856
13	Hartford, Conn	42,553	4–16	9,652	d17	.....	140	....	7,612	e4,886
14	Meriden, Conn	18,340	4–16	4,179	.....	2,544	48	194	3,148	e1,868
15	New Britain, Conn*	13,978	4–16	3,118	d11	.....	e39	....	2,342	e1,567
16	New Haven, Conn	62,882	4–16	13,897	26	9,596	230	198	11,897	7,931
17	New London, Conn*	10,529	4–16	2,037	.....	.....	e41	...	1,963	e1,393
18	Norwalk, Conn*	13,956	4–16	3,141	d12	d3,200	e48	....	2,575	e1,723
19	Norwich, Conn*f	21,141	4–16	1,507	6	1,259	33	196	1,251	951
20	Stamford, Conn	11,298	4–16	2,549	.....	.....	32	....	1,666	e1,181
21	Waterbury, Conn	20,269	4–16	4,338	d21	.....	53	....	3,506	e2,525
22	Wilmington, Del	42,499	6–21	.....	18	5,704	115	200	7,043	4,472
23	Jacksonville, Fla*	7,648	6–21	1,011	3	950	17	166	806	.....
24	Key West, Fla*i	j9,890	6–21	3,415	5	.....	17	165	1,168	828
25	Atlanta, Ga	37,409	6–18	10,500	12	3,650	68	175	4,100	2,609
26	Augusta, Ga	23,023	6–18	9,306	*19	.....	*32	183	4,027	.....
27	Columbus, Ga	10,123	6–18	d2,863	7	1,160	23	182	1,359	1,086
28	Macon, Gak	j12,748	6–18	7,909	25	2,200	50	177	3,349	2,001
29	Belleville, Ill	10,682	6–21	d4,532	4	2,000	40	197	1,961	1,780
30	Chicago, Ill	503,305	6–21	137,035	58	47,986	886	198	59,562	42,375
31	Danville, Ill	7,735	6–21	3,030	5	1,520	32	192	1,860	1,230
32	Decatur, Ill*	9,548	6–21	3,456	.....	.....	29	....	1,786	1,347
33	Elgin, Ill	8,789	6–21	2,546	7	1,120	23	198	1,320	831
34	Freeport, Ill*	8,516	5–21	.....	5	2,000	28	197	1,750	1,350
35	Galesburg, Ill	11,446	6–21	4,254	7	1,875	35	175	2,035	1,414
36	Jacksonville, Ill*	10,928	6–21	3,700	7	1,610	35	188	1,868	1,279

*From Report of the Commissioner of Education for 1879.
a Average number.
b Amount paid for teaching only.
c Assessed valuation.
d In 1878.
e For the winter term.

cities containing 7,500 inhabitants and over.

Pupils.					Expenditures.			Average expenses per capita of daily average attendance in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation — mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditures.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
.....	$14, 639, 000	$81, 000	1	$40, 719	.....	$34, 613	$40, 607	.....	.....	1
.....	.....	19, 250	.....	1, 818	.....	1, 510	b1, 510	.....	.....	2
400	c5, 435, 000	59, 800	7	33, 334	$3, 500	16, 711	28, 264	$11 00	$3 21	3
366	c6, 879, 144	84, 500	.8	41, 924	3, 835	22, 000	31, 541	20 24	3 62	4
800	43, 037, 415	365, 325	2.8	178, 041	17, 757	117, 466	167, 705	22 93	4 68	5
4, 800	cd12, 000, 000	221, 500	.....	96, 922	8, 633	51, 148	76, 899	23 00	11 00	6
6, 652	c217, 487, 074	3, 060, 000	2.46	967, 732	42, 276	562, 109	875, 448	22 70	4 53	7
117	c6, 000, 000	135, 236	1.7	66, 343	400	29, 118	37, 120	23 12	5 85	8
500	32, 000, 000	403, 000	8	107, 435	43, 500	30, 000	107, 352	16 89	5 56	9
525	c11, 720, 503	163, 950	3.25	66, 066	454	42, 566	61, 337	12 68	4 57	10
124	c5, 185, 300	.....	.....	35, 469	1, 810	18, 208	27, 604	.....	.....	11
143	c3, 590, 067	.....	.....	12, 580	.....	10, 810	12, 580	.....	.....	12
1, 706	c45, 558, 490	.....	.....	184, 474	1, 434	107, 577	155, 932	.....	.....	13
700	8, 938, 214	173, 759	.....	32, 000	.....	26, 010	30, 640	14 48	2 18	14
470	c4, 619, 659	.....	.....	26, 271	644	18, 689	26, 271	.....	.....	15
*1, 500	*60, 000, 000	650, 000	3.5	218, 485	28, 502	134, 148	193, 586	17 44	.....	16
40	c6, 567, 581	.....	.....	25, 066	200	18, 756	25, 066	.....	.....	17
139	c6, 034, 499	.....	.....	31, 194	69	23, 029	30, 557	.....	.....	18
140	9, 095, 890	95, 150	2.5	28, 841	135	17, 381	28, 841	20 37	6 14	19
626	c6, 648, 145	.....	.....	29, 040	7, 992	16, 733	29, 041	.....	.....	20
399	c7, 810, 731	.....	.....	53, 178	10, 430	23, 106	46, 761	.....	.....	21
.....	23, 000, 000	268, 000	2.5	75, 104	.....	48, 758	65, 540	11 26	3 39	22
.....	.....	22, 200	.....	g14, 200	g100	gh12, 500	g16, 239	.....	.....	23
500	1, 000, 000	17, 000	.....	9, 140	700	8, 011	9, 564	8 00	.....	24
1, 000	20, 000, 000	175, 000	.....	50, 988	.....	.....	51, 073	.....	.....	25
1, 236	23, 428, 516	24, 200	1.8	36, 598	148	20, 384	24, 977	.....	.....	26
200	4, 250, 000	26, 500	1.98	12, 732	300	8, 327	11, 704	8 50	1 61	27
300	c8, 000, 000	33, 000	2	19, 290	179	17, 056	20, 136	.....	.....	28
700	5, 589, 603	72, 000	18.3	38, 535	806	18, 052	38, 362	10 47	3 57	29
22, 600	c117, 133, 726	2, 502, 887	7.58	1, 099, 742	284, 651	523, 037	1, 084, 811	13 75	3 21	30
355	5, 000, 000	69, 700	13.5	35, 155	2, 171	13, 738	21, 972	11 33	1 76	31
.....	.....	.....	.....	.....	97	h16, 104	28, 609	11 88	.....	32
546	3, 715, 428	15, 763	6.5	19, 286	30	9, 315	12, 827	12 41	2 99	33
200	3, 824, 220	73, 000	13	33, 926	300	h14, 770	24, 129	.....	.....	34
.....	5, 124, 480	102, 200	6.25	20, 829	.....	15, 021	22, 949	11 40	2 43	35
600	3, 000, 000	149, 700	10.2	37, 432	782	18, 000	30, 348	15 24	3 11	36

f The report here given, exclusive of population, is for the central school district only, which comprises about one-half of the city.

g Includes returns from entire county.

h Includes cost of supervision.

i Including Monroe County.

j For the city only.

k Including Bibb County.

TABLE II.—*Summary of school*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
37	Joliet, Ill	11, 659	6-21	3, 600	7	1, 784	41	197	2, 038	1, 604
38	Ottawa, Ill*	7, 834	6-21	3, 168	8	1, 680	29	197	1, 737	1, 658
39	Peoria, Ill	29, 319	6-21	9, 670	10	4, 150	76	195	4, 761	3, 386
40	Quincy, Ill	27, 275	6-21	9, 541	9	3, 211	55	197	3, 723	2, 377
41	Rockford, Ill	13, 136	6-21	3, 884	11	2, 500	57	196	2, 105	1, 833
42	Rock Island, Ill	11, 661	6-21	3, 426	10	2, 220	37	178	2, 166	1, 587
43	Springfield, Ill*	19, 746	6-21	.....	.....	.....	54	....	2, 776	2, 114
44	Fort Wayne, Ind	26, 880	6-21	13, 539	9	3, 788	93	192	3, 541	2, 817
45	Indianapolis, Ind	75, 074	6-21	26, 789	28	10, 925	219	194	13, 936	8, 925
46	Logansport, Ind	11, 198	6-21	3, 673	6	1, 545	29	194	1, 795	1, 206
47	Madison, Ind*	8, 945	6-21	5, 400	7	1, 800	42	200	1, 745	1, 218
48	Richmond, Ind	12, 743	6-21	4, 845	9	2, 003	51	....	2, 219	1, 627
49	South Bend, Ind	13, 279	6-21	4 267	7	2, 385	34	178	1, 936	1, 227
50	Terre Haute, Ind	26, 040	6-21	8, 096	11	3, 681	78	195	4, 138	2, 975
51	Vincennes, Ind*	7, 680	6-21	2, 326	4	.....	18	197	1, 187	.....
52	Burlington, Iowa*	19, 450	5-21	6, 350	12	3, 724	67	194	3, 339	2, 331
53	Clinton, Iowa	9, 052	5-21	3, 200	8	1, 375	28	188	1, 819	.....
54	Council Bluffs, Iowa	18, 059	5-21	5, 662	*10	.....	34	195	1, 807	1, 325
55	Davenport, Iowa	21, 834	5-21	9, 245	12	4, 204	94	190	4, 931	3, 382
56	Des Moines, west side, Iowa.	c22, 408	5-21	3, 576	5	.....	41	184	2, 322	1, 562
57	Dubuque, Iowa	22, 254	5-21	9, 476	10	3, 469	71	196	3, 686	2, 555
58	Keokuk, Iowa*	12, 117	5-21	4, 606	9	2, 200	50	190	2, 469	1, 906
59	Ottumwa, Iowa	9, 004	5-21	2, 500	3	1, 360	26	189	1, 600	1, 400
60	Lawrence, Kans	8, 511	5-21	3, 095	*10	1, 525	25	178	1, 829	1, 222
61	Leavenworth, Kans	16, 550	5-21	6, 257	8	2, 800	34	179	3, 060	2, 154
62	Topeka, Kans*	15, 451	5-21	2, 816	.....	1, 692	30	180	1, 935	1, 607
63	Covington, Ky	29, 720	6-20	10, 094	5	.....	60	....	3, 286	2, 485
64	Lexington, Ky*	16, 656	f6-20	5, 299	9	g2, 000	31	183h	2, 262	1, 615
65	Louisville, Ky	123, 758	6-20	46, 587	30	.....	325	204	19, 990	13, 498
66	Newport, Ky	20, 433	6-20	6, 780	5	2, 510	44	204	2, 692	2, 032
67	Paducah, Ky	8, 036	6-21	i1, 980	j4	j900	j15	213	j882	j698
68	New Orleans, La	216, 140	6-18	56, 947	*60	.....	407	182	17, 886	15, 190
69	Auburn, Me	9, 556	4-21	3, 078	35	3, 400	40	174	2, 742	1, 376
70	Augusta, Me	8, 666	4-21	2, 233	29	1, 800	46	....	1, 200	945
71	Bangor, Me	16, 857	5-21	5, 479	35	*3, 624	71	188	3, 120	k2, 458
72	Biddeford, Me	12, 652	4-21	3, 911	21	1, 700	33	....	2, 380	k1, 292

* From Report of the Commissioner of Education for 1879.

a Includes pay of janitors and salaries of secretaries and other officers.

b Assessed valuation.

c Includes cost of supervision.

d Including State taxes.

statistics of cities, &c.—Continued.

Pupils.		Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.		
Estimated enrolment in private schools.						Permanent improvements.	Teachers' salaries.	Total expenditures.	Instruction and supervision.	Incidental expenses.	
11		12	13	14	15	16	17	18	19	20	
676		$5, 915, 340	$66, 062	6. 6	$29, 387	$830	*a*$16, 489	$23, 498	.....	.....	37
.....		*b*1, 465, 511	80, 050	16	32, 518	1, 700	13, 750	26, 922	$12 00	$2 25	38
1, 677		21, 428, 000	217, 700	6	57, 986	15, 046	34, 176	63, 831	.....	.....	39
1, 800		16, 000, 000	200, 700	4. 68	40, 785	.....	25, 502	38, 274	11 29	2 80	40
500		3, 861, 005	121, 500	5. 9	25, 674	.....	18, 286	25, 873	10 00	2 00	41
410		7, 744, 221	102, 300	10	32, 811	250	15, 720	31, 562	11 35	4 53	42
.....		.....	.....	.....	30, 446	.....	*c*25, 279	28, 070	.....	.....	43
3, 000		11, 809, 110	224, 650	3. 3	138, 490	3, 037	39, 405	60, 608	16 81	3 63	44
*1, 597		*b*50, 255, 000	968, 782	1. 8	268, 171	61, 005	122, 877	244, 637	14 74	4 65	45
745		*b*3, 723. 330	145, 850	2. 5	51, 658	940	13, 647	49, 295	12 55	3 24	46
1, 000		5, 500, 000	88, 000	.....	51, 150	3, 425	18, 541	40, 007	.....	.....	47
665		*10, 600, 000	80, 300	.....	.....	.....	.....	.....	.....	.....	48
*600		9, 000, 000	107, 000	14	38, 970	770	13, 027	21, 130	9 90	5 49	49
972		*25, 000, 000	226, 558	*d*3. 7	70, 658	1, 087	41, 388	53, 683	14 75	2 69	50
594		.....	75, 000	.....	11, 450	.....	9, 900	15, 372	.....	.....	51
1, 200		10, 000, 000	150, 000	8	62, 043	4, 504	35, 655	51, 727	16 00	4 25	52
350		....	83, 500	13	22. 032	0	12, 642	21, 876	.....	.....	53
200		10, 000, 000	138, 500	13	68, 052	14, 904	18, 804	41, 361	15 69	4 66	54
.....		16, 000, 000	291, 200	10	100, 788	556	*e*55, 036	64, 798	16 68	2 82	55
600		6, 500, 000	168, 300	13	65, 618	6, 805	24, 516	55, 271	16 65	6 53	56
1, 750		12, 885, 310	160, 000	7. 5	50, 440	3, 128	35, 347	49, 662	14 22	4 37	57
200		6, 000, 000	100, 000	6. 5	49, 000	300	21, 700	34, 700	12 50	.....	58
150		*3, 522, 960	57, 700	.....	*28, 016	.....	.....	*35, 092	*14 02	*3 29	59
200		*b*1, 556, 583	*100, 000	.....	20, 423	155	11, 788	18, 932	.....	.....	60
883		8, 000, 000	177, 500	5	40, 423	.....	*a*19, 009	35, 455	8 73	1 67	61
.....		2, 430, 181	111, 000	8	21, 259	.....	14, 252	19, 682	11 24	.....	62
3, 000		18, 000, 000	201, 000	2. 5	55, 604	4, 000	32, 987	56, 317	.....	.....	63
600		5, 000, 000	29, 000	1. 5	14, 658	.....	.....	18, 319	.....	.....	64
.....		66, 208, 000	866, 390	4. 5	213, 760	0	133, 697	197, 099	12 19	2 45	65
.....		12, 000, 000	133, 500	2. 5	30, 144	0	19, 634	27, 898	10 40	1 87	66
300		4, 000, 000	*j*32, 050	3. 5	*j*8, 936	0	*j*6, 750	*j*8, 696	*j*9 67	*j*2 79	67
*12, 000		*b*97, 350, 470	635, 000	.....	218, 844	2, 480	198, 199	250, 444	12 80	3 03	68
.....		5, 180, 000	143, 000	.....	16, 880	646	13, 207	17, 164	9 60	2 95	69
100		4, 768, 828	80, 000	2. 25	19, 667	500	10, 000	17, 372	12 00	.....	70
*300		*12, 000, 000	150, 000	.....	28, 207	.....	.....	30, 564	9 17	.....	71
200		*b*5, 682, 000	70, 000	.....	19, 445	.....	13, 000	19, 500	.....	.....	72

e For the entire city.
f For colored children, 6 to 16.
g In 1878.
h In colored schools, 160.
i Whites only.
j For white schools only.
k For the winter term.

TABLE II.—*Summary of school*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
73	Lewiston, Me*	19,083	4–21	5,974	29	.....	76	(a)	3,558	2,061
74	Portland, Me	33,810	4–21	10,660	15	5,981	128	200	6,797	4,347
75	Rockland, Me	7,599	4–21	2,168	11	1,700	31	138	1,336	1,102
76	Baltimore, Md	332,190	6–21	86,961	64	.....	822	180	48,066	29,961
77	Cumberland, Md* *d*	*e*10,693	6–21	8,000	.....	.....	130	....	6,883	.....
78	Frederick, Md*	8,659	6–20	.....	4	.....	19	154	1,234	825
79	Boston, Mass	362,535	5–15	57,703	161	55,646	1,201	203	59,768	46,130
80	Brockton, Mass	13,608	5–15	2,278	20	2,748	43	197	2,431	1,960
81	Brookline, Mass*	8,053	5–15	1,303	.....	.....	36	....	1,473	.....
82	Cambridge, Mass	52,740	5–15	9,390	29	9,124	182	197	8,537	6,614
83	Chelsea, Mass*	21,785	5–15	3,313	.....	.....	69	....	3,901	2,699
84	Chicopee, Mass	11,325	5–15	2,186	14	1,569	35	196	1,657	923
85	Fitchburg, Mass	12,405	5–15	2,344	19	3,253	58	190	2,701	1,818
86	Gloucester, Mass	19,329	5–15	4,008	24	4,032	89	200	4,126	3,223
87	Haverhill, Mass	18,475	5–15	3,600	....	3,045	88	198	3,346	2,364
88	Holyoke, Mass	21,851	5–15	4,267	12	2,273	82	198½	3,741	1,789
89	Lawrence, Mass	39,178	5–15	6,865	20	*4,600	118	....	4,800	4,232
90	Lowell, Mass	59,485	5–15	9,121	*g*39	*g*7,802	160	...	12,211	6,045
91	Lynn, Mass*	38,284	5–15	5,792	31	5,575	109	205	6,233	4,711
92	Malden, Mass	12,017	5–15	2,082	11	2,504	54	201	2,924	1,963
93	Marlborough, Mass	10,126	5–15	2,121	13	2,100	42	178	2,267	1,654
94	Milford, Mass*	9,310	5–15	2,138	.....	.....	42	....	2,349	1,695
95	New Bedford, Mass*	26,875	5–15	*g*4,208	23	.....	106	....	4,500	4,207
96	Newburyport, Mass*	13,537	5–15	2,461	.....	2,241	46	....	2,295	1,530
97	Newton, Mass	16,995	5–15	3,182	17	3,000	80	195	3,397	2,571
98	Northampton, Mass	12,172	5–15	2,089	25	2,300	54	160½	2,176	1,656
99	Pittsfield, Mass	13,367	5–15	2,521	27	2,313	67	188	2,716	1,774
100	Quincy, Mass*	10,529	5–15	1,900	7	.....	45	197	1,910	1,461
101	Salem, Mass*	27,598	5–15	4,673	17	4,431	101	205	4,272	2,936
102	Somerville, Mass	24,985	5–15	5,054	18	4,944	92	188	5,540	4,003
103	Springfield, Mass	33,340	5–15	5,865	25	5,707	120	200	6,292	4,462
104	Taunton, Mass	21,213	5–15	3,464	31	3,801	84	195	3,931	2,898
105	Waltham, Mass	11,711	5–15	2,146	12	2,238	49	195	2,306	1,653
106	Weymouth, Mass*	10,571	5–15	2,012	.....	.....	60	....	2,102	1,762
107	Woburn, Mass	10,938	5–15	2,399	23	2,503	50	200	2,280	1,834
108	Worcester, Mass	58,295	5–15	10,988	38	9,834	218	189	11,452	7,913
109	Adrian, Mich	7,849	5–20	.....	5	1,613	29	....	1,393	1,000
110	Ann Arbor, Mich	8,061	5–20	2,483	6	1,200	35	198	1,877	1,419
111	Bay City, Mich*	20,693	5–20	4,211	7	2,000	45	194	2,814	1,594

* From Report of the Commissioner of Education for 1879.

a Rural schools, 167 days; primary and intermediate, 186; grammar, 184; high, 181.

b Assessed valuation.

c Includes cost of supervision.

statistics of cities, &c.—Continued.

Pupils.					Expenditures.			Average expenses per capita of daily average attendance in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditures.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
260	*b*$9, 152, 121	$176, 200	2. 5	$32, 498	$2, 765	*c*$25, 323	$32, 444	$12 05	$3 38	73
1, 330	31, 153, 656	350, 000	2. 5	94, 144	13, 432	59, 415	94, 144	13 72	4 38	74
0	3, 616, 962	50, 000	3. 8	11, 243	.....	8, 811	11, 147	8 22	1 89	75
*14, 000	250, 000, 000	1, 208, 367	1. 7	617, 153	7, 638	481, 310	617, 152	16 21	4 13	76
.....	*b*18, 000, 000	250, 000	.....	53, 240	.....	.....	.....	.....	.....	77
300	.....	19, 000	.....	7, 296	85	5, 068	7, 296	6 87	1 87	78
*6, 722	613, 322, 691	7, 466, 650	.....	1, 702, 082	136, 878	1, 108, 579	1, 693, 165	24 61	9 12	79
0	*b*6, 300, 000	90, 725	.....	27, 854	1, 100	19, 936	27, 707	.....	.....	80
.....	*b*22, 493, 900	116, 500	.....	36, 290	.....	.....	.....	.....	.....	81
1, 748	*b*49, 629, 060	590, 000	3. 2	163, 048	7, 936	128, 816	163, 348	19 88	3 56	82
443	*b*15, 377, 402	.....	.....	47, 491	.....	*f*47, 491	49, 491	.....	.....	83
1, 030	6, 534, 368	75, 600	6. 2	28, 403	770	15, 938	29, 501	19 00	.....	84
30	*b*9, 132, 844	170, 243	3. 7	36, 003	2, 824	26, 080	38, 458	15 74	4 32	85
35	12, 151, 725	116, 150	4. 26	69, 332	21, 300	31, 143	67. 912	10 82	3 63	86
125	9, 861, 955	269, 275	4. 56	46, 327	2, 700	37, 764	52, 728	15 98	5 19	87
1, 566	13, 344, 921	141, 818	4. 26	36, 432	8, 160	26, 100	46, 121	17 72	6 54	88
1, 200	30, 000, 000	300, 000	2. 5	69, 663	.....	55, 632	69, 663	.....	.....	89
700	*b*41, 102, 017	*g*492, 300	.....	183, 546	34, 017	102, 749	168, 971	.....	.....	90
115	22, 487, 864	493, 500	4	86, 817	1, 200	*c*62, 887	90, 701	13 71	4 19	91
154	14, 000, 000	204, 100	3. 5	38, 513	500	26, 986	39, 374	15 30	5 34	92
300	*b*3, 562, 563	48, 100	5. 61	21, 238	191	14, 887	21, 074	9 47	3 27	93
90	*b*4, 375, 096	.....	.....	22, 594	.....	15. 952	23, 404	.....	.....	94
230	*b*25, 772, 718	.....	.....	75, 000	.....	*f*76, 404	78, 832	.....	.....	95
193	*b*7, 409, 588	.....	.....	25, 331	.....	*f*26, 066	26, 815	.....	.....	96
150	30, 000, 000	467, 500	3. 32	84, 113	0	61, 688	83, 613	22 95	5 84	97
160	7, 131, 900	96, 000	3. 3	23, 615	0	17, 700	23, 475	11 35	2 82	98
175	7. 414, 405	78, 300	3. 34	31, 201	395	21, 675	31, 267	12 95	4 45	99
54	....	119, 000	.....	42, 965	8, 000	23, 244	38, 666	.....	.....	100
950	26, 000, 000	326, 530	5. 5	81, 076	14, 262	57, 920	81, 077	20 58	5 93	101
540	*b*20, 458, 100	312, 000	3. 93	80, 000	.....	60, 715	79, 624	15 61	4 27	102
475	*b*31, 148, 675	553, 500	2. 8	90, 521	1, 599	67, 104	99, 650	15 71	4 58	103
113	20, 291, 797	220, 000	3	46, 380	300	35, 251	46, 680	14 21	3 98	104
108	*b*8, 827, 150	196, 800	3. 8	34, 228	22, 600	24, 636	54, 849	.....	.....	105
40	*b*5, 293, 032	.....	.....	25, 908	50	*f*24, 500	26, 350	.....	.....	106
50	8, 258, 033	94, 500	3. 3	34, 201	244	22, 587	31, 145	13 29	3 57	107
1, 600	45, 000, 000	892, 743	3. 57	144, 207	24, 569	112, 597	167, 559	14 97	3 60	108
.....	.....	109, 500	.....	32, 163	.....	12, 198	31, 800	.....	.....	109
200	4, 712, 760	140, 500	1. 3	28, 522	1, 471	16, 151	28, 428	11 90	2 91	110
540	7, 651, 130	145, 000	2. 25	51, 687	6, 048	18, 886	44, 356	12 60	6 91	111

d Includes Alleghany County.
e For the city only.
f Includes some incidental expenses.
g In 1878.
h In high school, 195.

TABLE II.—*Summary of school*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
112	Detroit, Mich	116, 342	5-20	39, 467	28	13, 208	250	196	15, 719	10, 818
113	East Saginaw, Mich	19, 016	5-20	5, 885	11	2, 843	54	178	3, 011	2, 239
114	Flint, Mich*	8, 410	5-20	2, 441	6	1, 699	34	196	1, 823	1, 163
115	Grand Rapids, Mich	32, 015	5-20	9, 784	16	4, 485	106	195	5. 727	3, 590
116	Muskegon, Mich	11, 262	5-20	3, 807	7	1, 400	33	197	1, 786	1, 018
117	Port Huron, Mich	8, 883	5-20	.....	.....	.....	.....	197	.....	.....
118	Saginaw, Mich	10, 525	5-20	3, 245	6	1, 616	34	195	1, 776	1, 265
119	Minneapolis, Minn	46, 887	6-21	12, 806	14	5, 618	126	194	6, 142	4, 248
120	St. Paul, Minn	41, 498	6-21	.....	14	3, 728	96	198	4, 338	3, 030
121	Stillwater, Minn	9, 054	5-21	.....	4	1, 100	20	176	1, 100	800
122	Winona, Minn	10, 208	5-21	.....	3	.....	31	198	1, 713	1, 166
123	Vicksburg, Miss*	11, 814	5-21	3, 000	2	.....	21	....	1, 196	.....
124	Hannibal, Mo*	11, 074	6-20	3, 304	8	1, 670	28	176	1, 907	1, 323
125	Kansas City, Mo*	55, 787	6-20	11, 325	9	4, 600	62	195	5, 259	3, 140
126	St. Joseph, Mo	32, 461	6-20	8, 908	9	3, 140	58	198	3, 820	2, 579
127	St. Louis, Mo	350, 522	6-20	106, 372	198	47, 099	1, 044	197	55, 780	38, 449
128	Sedalia, Mo*	9, 561	6-20	2, 877	6	1. 515	21	179	1, 843	1, 210
129	Omaha, Nebr	30, 518	5-21	7, 381	10	3, 700	c57	197	3, 716	.....
130	Virginia City, Nev.	10, 917	6-18	2, 559	5	1, 545	32	202	2, 260	1, 276
131	Dover, N. H	11, 687	5-15	2, 350	22	2, 015	46	175	1, 880	1, 436
132	Manchester, N. H	32, 630	5-15	g4, 774	24	3, 754	86	188	4, 350	2, 818
133	Nashua, N. H	13, 397	5-15	52, 072	16	2, 140	52	176	2, 526	1, 630
134	Portsmouth, N. H	9, 690	5-	2, 251	13	.....	35	198	1, 891	.....
135	Camden, N. J	41, 659	5-18	g12, 637	16	10, 000	140	200	7, 935	7, 291
136	Elizabeth, N. J	28, 229	5-18	7, 710	5	2, 686	50	204	3, 426	2, 241
137	Jersey City, N. J	120, 722	5-18	41, 226	20	14, 324	328	204	22, 776	12, 905
138	Newark, N. J*	136, 508	5-18	41, 935	31	15, 047	270	205	19, 478	11, 100
139	New Brunswick, N. J	17, 166	5-18	6. 145	6	2, 175	48	198	2, 565	1, 780
140	Orange, N. J	13, 207	5-18	3, 792	4	1, 329	32	201	1, 682	983
141	Paterson, N. J	51, 031	5-18	13, 672	11	5, 537	142	200	7, 901	4, 750
142	Plainfield, N. J	8, 126	5-18	2, 019	.....	1, 000	24	....	1, 258	937
143	Trenton, N. J	29, 910	5-18	7, 281	12	2, 700	67	205	3, 583	2, 255
144	Albany, N. Y	90, 903	5-21	35, 411	26	11, 485	229	203	14, 049	9, 175
145	Auburn, N. Y	21, 924	5-21	6, 079	11	3, 116	66	195	3, 049	2, 232
146	Binghamton, N. Y	17. 315	5-21	4, 837	9	2, 933	58	205	3, 147	2, 166
147	Brooklyn, N. Y	566, 689	5-21	g181, 083	60	64, 228	1, 315	205	96, 663	52, 677
148	Buffalo, N. Y	155, 137	5-21	g56, 000	42	.....	439	199	18, 606	14, 555
149	Cohoes, N. Y	19, 418	5-21	7, 991	8	2, 110	50	204	2, 674	1, 601
150	Elmira, N. Y	20, 541	5-21	6, 717	6	4, 298	79	196	4, 253	3, 032

* From Report of the Commissioner of Education for 1879. *b* In 1878.

a Assessed valuation. *c* Includes cost of supervision.

statistics of cities, &c.—Continued.

Pupils.					Expenditures.			Average expenses per capita of daily average attendance in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditures.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
6,514	$84,363,790	$864,000	2.15	$310,547	$20,625	$151,186	$214,036	$12 92	$3 65	112
476	7,516,635	177,500	5.2	43,154	1,506	26,055	42,545	12 00	4 87	113
250	4,386,186	125,000	5.8	30,809	500	13,096	27,853	.....	.....	114
1,000	25,000,000	349,000	8.1	95,424	8,828	45,995	79,052	13 36	3 03	115
500	*a**1,214,755	81,309	.....	28,075	1,102	11,792	26,319	12 05	2 62	116
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	117
500	4,000,000	100,000	6.96	33,115	200	12,406	25,690	10 73	2 38	118
1,000	35,123,599	378,762	3	117,016	5,131	68,729	108,444	16 18	3 04	119
1,800	*a*23,000,000	251,000	2.5	154,298	7,500	53,344	133,399	18 26	5 28	120
600	4,000,000	100,500	2.6	27,901	998	9,234	24,120	12 79	9 20	121
500	4,512,984	137,500	.....	45,476	.....	14,956	28,974	.....	.....	122
.....	*a*3,000,000	8,650	3	10,500	.....	9,000	9,945	.....	.....	123
325	*a*2,780,000	38,700	4	17,690	.....	12,520	18,882	9 73	2 37	124
.....	*a*8,100,000	*b*200,000	4	112,075	12,040	35,744	78,141	.....	.....	125
730	12,000,000	133,280	4	58,244	3,049	32,241	48,522	12 02	3 88	126
19,000	214,144,813	2,844,209	5	894,814	26,487	*c*594,410	848,152	*d*15 60	*d*2 04	127
240	*a*1,870,147	73,600	7	28,880	.....	9,025	16,736	.....	.....	128
300	16,500,000	422,833	9	79,113	15,895	36,990	80,304	.....	.....	129
447	3,000,000	71,500	5	97,699	1,000	33,026	44,437	25 88	8 93	130
90	11,052,909	141,050	1.3	22,590	320	16,394	22,535	13 14	3 17	131
2,100	25,000,000	286,200	3.07	58,109	6,383	37,583	57,832	13 93	4 32	132
20	*a*8,940,480	232,891	.....	29,574	.....	21,542	29,912	($11 84)		133
160	10,000,000	82,100	.....	23,370	300	17,066	23,296	.....	.....	134
1,527	22,000,000	500,000	4.5	96,914	7,445	53,192	96,825	.....	.....	135
2,300	12,000,000	79,600	3	38,941	828	22,400	35,841	12 01	3 60	136
9,000	90,000,000	658,150	2	186,349	4,926	102,609	187,400	.....	.....	137
6,596	*a*82,140,700	898,000	.....	204,905	2,969	126,858	207,868	14 08	3 66	138
1,200	10,792,000	135,200	4.6	48,968	42	19,259	48,480	12 78	2 09	139
1,000	7,000,000	125,000	2.5	45,791	15,737	15,528	39,805	19 86	4 63	140
*1,500	*19,169,609	257,100	.....	83,983	2,100	*e*54,155	76,022	11 40	3 03	141
310	.....	60,000	.....	25,780	.....	.....	.....	.....	.....	142
2,604	*20,000,000	143,265	15	51,882	.....	29,800	41,744	14 81	3 65	143
4,841	74,170,850	817,250	3.9	272,968	16,573	141,209	196,186	15 62	3 95	144
1,200	11,515,420	152,300	3.94	53,971	16,427	26,350	52,790	12 61	3 68	145
575	8,964,300	196,800	4.6	45,530	7,354	28,615	43,947	12 75	2 12	146
50,000	400,000,000	5,087,052	.....	1,306,669	83,975	*e*732,378	985,340	14 81	.....	147
9,628	89,237,320	810,100	.....	351,095	3,785	282,927	347,204	19 75	3 63	148
500	10,982,664	100,000	7.2	42,250	441	22,027	34,381	14 25	6 94	149
300	*13,730,918	275,307	4.6	70,570	10,500	*e*39,960	70,845	13 00	3 68	150

d Based on average number belonging.
e Average number.
f Exclusive of Gold Hill, a separate district.
g Estimated.

TABLE II.—*Summary of school*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
151	Hornellsville, N. Y	8,195	5-21	2,439	3	1,296	25	197	1,433	807
152	Hudson, N. Y	8,670	5-21	2,975	3	.....	21	....	1,158	.....
153	Ithaca, N. Y	9,105	5-21	2,680	6	1,613	32	193	1,975	1,384
154	Kingston, N. Y*a	58,780	5-21	2,704	5	1,671	32	200	1,889	1,083
155	Lockport, N. Y	13,522	5-21	4,185	7	2,664	44	198	2,624	1,585
156	Long Island City, N. Y*	17,129	4-21	5,533	7	.....	48	206	3,644	2,258
157	Newburgh, N. Y	18,049	5-21	5,897	6	2,500	58	204	3,348	2,219
158	New York, N. Y	1,206,577	5-21	385,000	127	142,790	3,357	204	270,176	132,420
159	Ogdensburg, N. Y	10,341	5-21	4,044	9	2,500	30	190	2,070	1,114
160	Oswego, N. Y	21,117	5-21	8,677	15	3,860	67	197	4,192	2,739
161	Poughkeepsie, N. Y	20,207	5-21	*e*6,002	11	2,930	59	201	3,129	2,020
162	Rochester, N. Y	89,363	5-21	37,000	27	13,030	230	196	13,869	8,250
163	Rome, N. Y*	12,194	5-21	2,995	7	1,332	28	193	1,759	1,017
164	Saratoga Springs, N. Y	10,820	5-21	2,528	12	1,712	33	206	1,797	1,061
165	Schenectady, N. Y	13,655	5-21	4,500	9	.....	42	....	2,288	.....
166	Syracuse, N. Y	51,791	5-21	18,282	18	8,643	179	196	9,276	7,426
167	Troy, N. Y	56,748	5-21	18,464	17	6,500	142	201	9,351	5,613
168	Utica, N. Y	33,913	5-21	11,812	18	4,694	102	196	5,491	3,727
169	Watertown, N. Y	10,697	5-21	3,128	9	.....	52	...	2,154	.....
170	Wilmington, N. C*	17,350	6-21	4,921	.....	.....	.....	144	866	.....
171	Akron, Ohio	16,512	6-21	4,719	8	2,927	56	195	3,055	2,487
172	Canton, Ohio	12,258	6-21	3,761	7	2,350	49	190	2,627	1,925
173	Cincinnati, Ohio	255,130	6-21	87,618	53	36,381	671	205	36,121	27,279
174	Cleveland, Ohio	160,146	6-21	49,256	41	20,416	396	195	24,262	16,867
175	Columbus, Ohio	51,665	6-21	14,662	26	7,288	149	198	7,902	5,953
176	Dayton, Ohio	38,677	6-21	11,660	13	6,149	125	...	6,114	4,527
177	Fremont, Ohio	8,451	6-21	2,358	7	1,100	21	185	1,017	680
178	Hamilton, Ohio	12,122	6-21	4,990	5	2,000	32	195	2,020	1,495
179	Ironton, Ohio	8,857	6-21	2,720	5	1,600	29	185	1,807	.....
180	Mansfield, Ohio *b*	9,859	6-21	2,848	6	2,148	34	177	1,932	1,350
181	Newark, Ohio*	9,602	6-21	3,715	6	1,990	40	180	1,854	1,338
182	Portsmouth, Ohio	11,321	6-21	3,734	7	1,970	41	198	2,150	1,603
183	Sandusky, Ohio	15,838	6-21	6,166	10	2,750	43	196	2,649	1,873
184	Springfield, Ohio*	20,729	6-21	5,083	8	2,733	57	187	2,683	2,066
185	Steubenville, Ohio*	12,003	6-21	4,373	6	2,032	40	197	2,458	1,854
186	Tiffin, Ohio	7,879	6-21	2,944	5	1,456	28	191	1,315	928
187	Toledo, Ohio*	50,143	6-21	14,898	23	6,500	125	195	7,615	4,739
188	Zanesville, Ohio*	18,113	6-21	5,497	18	.....	69	....	3,103	.....
189	Portland, Oreg	17,578	4-20	4,669	4	2,060	46	200	2,650	1,956

* From Report of the Commissioner of Education for 1879.

a These statistics are for the Kingston school district only.

b Estimated.

statistics of cities, &c.—Continued.

Pupils.					Expenditures.			Average expenses per capita of daily average attendance in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditures.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
350	$6,000,000	$35,695	5.2	$14,568	$9,062	$0,475	$21,873	$13 47	$2 39	151
700	.....	25,000	.....	21,158	6,237	8,705	15,647	.....	.....	152
75	6,000,000	56,500	5.7	24,977	5,279	13,910	24,889	11 35	2 89	153
197	5,475,440	148,500	3.28	25,823	196	15,149	22,472	15 11	1 35	154
500	8,250,000	105,000	3.2	37,822	2,074	22,267	32,419	14 68	4 47	155
205	*c*4,681,847	65,000	7.5	41,492	575	*d*30,120	41,223	14 57	4 86	156
244	17,000,000	185,000	3.6	44,139	7,898	28,567	44,135	13 55	2 27	157
45,000	1,906,276,212	11,700,000	.....	3,847,063	214,906	2,651,161	3,415,882	20 26	3 90	158
570	.....	45,000	.....	15,117	3,000	10,800	21,263	.....	.....	159
1,249	*c*8,701,599	168,380	3	41,083	5,540	25,018	38,931	9 42	2 40	160
712	*c*11,518,865	122,600	2	50,049	3,175	24,965	37,835	12 95	4 20	161
3,500	85,000,000	501,039	3.58	177,458	16,915	119,162	169,976	14 66	3 89	162
400	4,398,205	71,500	3.2	22,690	2,576	11,559	21,674	12 15	2 55	163
159	19,594,667	71,000	3.6	32,477	2,501	12,561	21,004	12 70	3 18	164
450	.....	72,000	.....	23,092	1,360	18,774	23,092	.....	.....	165
1,691	27,915,938	779,900	3	129,842	24,580	*f*85,553	129,842	12 35	2 86	166
1,200	46,492,376	243,800	.....	106,599	.....	80,396	106,399	14 69	4 25	167
1,100	22,321,500	688,477	3	125,086	17,106	48,767	84,589	13 97	4 40	168
100	.....	95,000	.....	39,373	4,766	17,991	29,373	.....	.....	169
936	4,844,218	9,600	.....	18,270	2,101	8,999	11,486	.....	.....	170
540	9,972,792	105,000	6	75,795	9,641	27,508	75,528	11 86	3 97	171
450	*c*5,185,426	152,200	5	48,424	9,997	19,590	39,056	10 95	3 10	172
16,435	*c*170,000,000	2,000,000	3.2	685,256	81,780	461,944	707,893	20 17	2 12	173
11,056	220,941,582	*g*1,663,035	4.7	390,452	47,124	256,226	386,638	15 83	3 51	174
1,927	44,000,000	707,584	5.5	205,304	65,901	95,656	209,670	16 94	4 69	175
1,701	*g*30,000,000	346,700	.....	189,262	.....	*f*89,906	151,818	19 57	.....	176
400	3,000,000	60,000	7	15,950	100	9,392	13,889	16 00	4 26	177
1,000	7,250,000	125,000	5	52,057	.....	17,642	34,513	12 87	4 03	178
300	3,535,420	39,200	2.88	20,748	2,151	13,666	21,162	10 65	2 44	179
220	16,830,000	140,500	5	34,007	.....	13,897	26,346	11 50	4 08	180
280	.....	95,300	5	45,902	.....	17,000	22,830	.....	.....	181
200	5,000,000	180,000	5	49,108	342	18,590	31,397	12 40	2 60	182
900	10,062,562	204,000	7	56,978	.....	19,662	47,627	11 56	3 53	183
800	15,000,000	119,819	5.5	66,063	2,620	29,291	48,364	15 14	3 57	184
400	*c*5,344,420	125,900	4.5	46,703	.....	18,149	29,082	10 73	2 92	185
.....	.....	30,000	5.5	28,674	2,100	11,092	18,365	13 24	4 28	186
2,000	*c*18,687,955	551,000	6	189,642	251	57,298	139,131	12 53	2 78	187
600	.....	175,000	3.5	.....	.....	35,311	49,467	17 24	5 53	188
500	13,500,000	159,050	4.5	68,490	10,978	36,042	68,412	19 34	5 60	189

c Assessed valuation.
d Includes some incidental expenses.
e Enumeration of 1877.
f Includes cost of supervision
g In 1878.
h From a return for 1879.

TABLE II.—*Summary of school*

	Cities.	Total population (census of 1880).	Legal school ages.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
190	Allegheny, Pa	78,681	6-21	.....	21	10,500	202	193	11,610	8,287
191	Allentown, Pa	18,063	6-21	4,500	8	3,200	53	168	3,429	2,432
192	Altoona, Pa	19,716	6-21	.....	15	2,675	47	188	2,712	2,176
193	Carbondale, Pa	7,714	6-21	*c*3,000	7	1,350	22	196	1,869	1,087
194	Chester, Pa	14,996	6-21	.....	7	2,050	51	197	2,475	1,693
195	Danville, Pa	8,346	6-21	.....	7	1,794	28	160	1,638	1,233
196	Easton, Pa*	11,924	6-21	.....	9	.....	51	....	2,348	1,710
197	Erie, Pa	27,730	6-21	8,319	18	3,700	100	196	4,244	2,911
198	Harrisburg, Pa	30,762	6-21	.....	*22	5,304	107	204	5,473	3,817
199	Lebanon, Pa	8,778	6-21	2,000	8	.....	30	187	1,375	1,050
200	Meadville, Pa	8,860	6-21	.....	4	1,008	35	173	1,800	1,483
201	New Castle, Pa*	8,418	6-21	.. ..	5	.....	27	....	1,305	1,138
202	Norristown, Pa	13,063	6-21	3,850	6	2,260	44	202	2,296	1,503
203	Philadelphia, Pa	846,984	6-21	.....	*472	.....	2,295	207	105,541	94,145
204	Pittsburgh, Pa*	156,381	6-21	.....	55	.....	526	....	26,937	17,387
205	Reading, Pa*	43,280	6-21	8,100	24	7,150	142	195	7,531	6,357
206	Scranton, Pa	45,850	6-21	19,800	30	8,000	169	220	10,174	6,861
207	Shamokin, Pa	8,184	6-21	3,300	5	.....	24	186	1,653	950
208	Shenandoah, Pa	10,148	6-21	*c*3,500	5	.....	31	190	2,413	1,492
209	Titusville, Pa	9,046	6-21	....	4	1,666	34	190	1,835	1,180
210	Williamsport, Pa	18,934	6-21	*c*4,700	25	3,490	61	165	3,376	2,216
211	York, Pa	13,940	6-21	2,635	9	2,425	47	176	2,435	1,762
212	Lincoln, R. I	13,765	5-15	2,963	12	.....	41	....	2,200	1,204
213	Newport, R. I	15,693	5-16	3,419	11	2,241	53	195	2,580	1,808
214	Pawtucket, R. I	19,030	5-15	3,292	18	2,710	47	....	3,699	1,902
215	Providence, R. I	104,852	5-16	19,108	49	.....	289	....	13,903	9,630
216	Warwick, R. I	12,163	5-15	2,463	18	.....	43	....	1,837	1,096
217	Woonsocket, R. I	16,053	5-15	4,110	20	.....	33	190	2,795	1,487
218	Charleston, S. C	49,999	6-16	12,727	5	.....	91	190	7,284	.....
219	Chattanooga, Tenn	12,892	6-21	3,061	7	.....	30	158	2,185	1,382
220	Knoxville, Tenn*	9,693	6-21	2,100	4	4,500	26	192	1,509	930
221	Memphis, Tenn	33,593	6-21	*9,011	10	3,780	63	149	4,105	2,389
222	Nashville, Tenn	43,350	6-21	12,460	12	4,760	96	184	6,098	4,299
223	Houston, Tex	16,513	8-14	2,746	*14	*1,147	23	157*	*1,756	*1,172
224	San Antonio, Tex	20,561	6-14	3,022	5	1,100	22	200	1,584	934
225	Burlington, Vt	11,364	5-20	.....	.....	.....	32	....	1,566	.....
226	Rutland, Vt	12,149	5-20	.....	.....	.....	64	....	2,395	.....
227	Alexandria, Va	13,659	5-21	4,582	4	1,000	17	197	1,048	804
228	Danville, Va	7,526	5-21	2,126	2	500	15	160	1,059	724
229	Lynchburg, Va	15,959	5-21	4,907	6	1,075	31	194	1,815	1,070

* From Report of the Commissioner of Education for 1879.

a Assessed valuation.

b Includes cost of supervision.

statistics of cities, &c.—Continued.

Pupils.					Expenditures.			Average expenses per capita of daily average attendance in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditures.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
*3,500	a$46,000,000	$927,855	4.25	$260,837	$58,602	$106,375	$252,527	$12 85	$1 58	190
500	9,500,000	415,000	.....	62,637	.....	b17,828	53,549	7 33	.....	191
900	5,508,000	101,620	15	28,464	9,424	15,573	32,480	7 62	2 01	192
200	2,500,000	25,000	9	8,293	146	6,037	7,596	5 83	1 02	193
350	*a6,543,292	100,000	6	*49,948	.....	*20,000	*50,200	.....	.....	194
75	2,090,883	75,000	10	8,968	.....	6,826	9,444	.....	.....	195
.....	a9,201,624	255,200	.....	42,095	.....	.....	39,564	.....	.....	196
1,500	25,000,000	293,200	4	66,799	11,509	35,353	68,425	12 80	3 83	197
425	15,770,262	395,721	13	83,065	745	44,694	80,014	12 05	2 81	198
250	2,000,000	85,000	10	21,820	90	9,401	19,057	9 43	2 10	199
200	3,425,575	136,000	11	26,816	1,651	15,151	24,440	11 90	1 84	200
35	4,910,568	.....	.....	11,118	.....	.....	11,518	.....	.....	201
.....	a6,433,882	166,600	7	51,184	19,296	19,616	48,733	13 05	4 90	202
.....	a536,667,834	6,033,303	.....	1,523,943	60,146	1,008,641	1,420,688	10 16	3 54	203
12,000	a110,404,698	1,900,000	.....	556,207	35,925	279,235	487,788	($17 10)		204
800	a18,000,000	273,510	3	123,059	23,065	43,806	95,579	8 35	3 70	205
1,500	30,000,000	300,000	6	101,075	4,610	58,111	83,624	9 60	3 07	206
300	5,000,000	40,000	.....	13,229	3,220	7,236	13,204	8 46	.....	207
.....	3,400,000	61,500	10	32,278	9,623	8,009	32,268	6 37	2 30	208
.....	.....	64,275	.....	3,980	.....	.....	.....	.....	.....	209
765	12,000,000	141,150	5.5	37,595	500	23,271	31,758	10 50	3 87	210
200	*8,561,833	125,000	3.5	34,485	.....	16,436	34,485	9 33	.....	211
277	a8,586,023	69,000	1.4	27,158	8,000	15,110	24,912	.....	.....	212
555	29,473,550	208,008	1.2	44,791	2,023	32,032	44,751	18 25	2 59	213
150	a17,839,212	176,000	.....	51,000	.....	24,066	35,598	.....	.....	214
3,728	a168,547,726	*1,450,000	.....	240,193	15,880	181,069	240,193	.....	.....	215
.....	a11,002,963	29,100	.....	13,232	875	11,063	12,909	.....	.....	216
649	a8,827,565	124,650	.....	18,272	5,508	17,319	27,829	.....	.....	217
.....	a26,422,000	125,000	3	65,142	.....	d50,902	62,840	.....	.....	218
350	4,942,488	37,000	7	19,828	7,898	12,086	25,621	9 61	1 87	219
90	.....	28,200	.....	13,660	.....	b12,256	13,241	(13 18)		220
.....	a12,624,440	139,050	1	35,388	.....	.....	49,000	13 16	.....	221
400	13,700,000	193,600	5	89,342	169	53,729	89,343	13 38	1 88	222
*300	*6,000,000	31,100	.....	*17,501	.....	.....	15,346	.....	.....	223
1,000	12,000,000	45,000	.....	22,550	4,875	10,050	17,639	12 37	1 27	224
1,000	.....	.....	.....	e19,170	86	e14,752	e19,259	.....	.....	225
490	.....	.....	.....	.....	.....	13,152	32,643	.....	.....	226
1,094	3,500,000	26,000	1.9	12,616	225	8,352	11,131	10 82	2 55	227
336	2,718,620	20,100	.....	5,999	0	5,070	5,900	7 14	1 14	228
590	a7,750,780	34,000	1.4	19,252	474	13,819	19,525	13 88	2 97	229

e Estimated.

d Includes salaries of secretaries and other officers.

e These statistics are for the year 1879.

TABLE II.—*Summary of school*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
230	Norfolk, Va	21, 966	5-21	6, 695	7	1, 320	26	191	1, 613	1, 117
231	Petersburg, Va*	21, 656	5-21	7, 417	5	1, 808	28	172	1, 985	1, 494
232	Portsmouth, Va	11, 390	5-21	3, 210	.....	.....	14	....	1, 010	611
233	Richmond, Va	63, 550	5-21	21, 536	12	5, 840	129	188	5, 821	4, 778
234	Appleton, Wis	8, 005	4-20	2, 897	8	1, 800	28	178	1, 638	1, 490
235	Fond du Lac, Wis	13, 091	4-20	5, 482	17	2, 800	46	200	2, 321	1, 515
236	Janesville, Wis	9, 018	4-20	3, 386	10	1, 801	36	178	1, 727	1, 318
237	La Crosse, Wis	14, 505	4-20	4, 070	10	2, 100	42	199	2, 559	2, 482
238	Madison, Wis	10, 325	4-20	3, 517	9	1, 750	34	180	1, 939	1, 745
239	Milwaukee, Wis	115, 578	4-20	37, 742	25	12, 978	239	200	17, 085	11, 149
240	Oshkosh, Wis	15, 749	5-20	5, 874	10	3, 500	53	200	2, 217	2, 017
241	Racine, Wis	16, 031	4-20	5, 858	8	2, 500	46	200	2, 302	1, 620
242	Watertown, Wis	7, 883	4-20	3, 483	5	1, 200	22	198	1, 138	740
243	Georgetown, D. C *d*	159, 885	6-17	27, 142	57	13, 200	259	193	15, 728	12, 508
244	Washington, D. C *d*									
	Total	10, 700, 800	.....	2, 661, 498	4, 042	1, 029, 616	29, 264	....	1, 710, 461	1, 105, 763

* From Report of the Commissioner of Education for 1879.

a In 1878.

b Assessed valuation.

c Includes cost of supervision.

statistics of cities, &c.—Continued.

Pupils.		Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.		
Estimated enrolment in private schools.						Permanent improvements.	Teachers' salaries.	Total expenditures.	Instruction and supervision.	Incidental expenses.	
11		12	13	14	15	16	17	18	19	20	
550		$9, 674, 451	$59, 000	.....	$19, 546	$734	$12, 825	$16, 214	.....	.....	230
1, 000		.....	59, 500	.....	14, 571	.....	11, 836	14, 568	.....	.....	231
819		*a*2, 948, 478	*a*10, 500	.....	9, 690	451	7, 520	9, 640	.....	.....	232
3, 500		39, 766, 706	259, 603	17. 25	108, 441	8, 947	45, 671	83, 802	$10 95	$2 21	233
316		.....	60, 800	.....	22, 886	1, 115	11, 927	16, 492	.....	.....	234
500		*b*3, 412, 120	125, 110	6	23, 363	771	16, 825	22, 499	11 36	2 77	235
250		3, 000, 000	96, 500	5	21, 059	125	12, 543	18, 651	10 13	4 05	236
500		6, 000, 000	83, 400	8. 9	31, 675	3, 600	*c*23, 000	26, 600	.....	.....	237
.....		6, 000, 000	103, 500	4	21, 613	655	*c*15, 658	23, 305	.....	.....	238
7, 392		*b*56, 857, 854	696, 588	3. 3	301, 638	.....	*c*170, 331	234, 706	15 70	2 40	239
1, 000		*b*4, 686, 310	130, 600	.....	43, 052	10, 376	20, 255	35, 785	.....	.....	240
1, 034		7, 911, 330	80, 820	3	35, 805	7, 338	20, 425	32, 574	13 12	2 46	241
770		2, 000, 000	37, 500	5. 5	16, 311	625	9, 053	11, 785	12 22	2 84	242
5, 481		81, 377, 253	860, 150	.....	*c*428, 936	45, 502	164, 647	*c*391, 294	13 94	5 63	243 244
406, 685		8, 221, 237, 390	88, 914, 413	.....	27, 489, 304	2, 121, 639	16, 340, 131	25, 074, 360	.....	.....	

d These statistics are for white schools only; for those in which colored schools are included, see Table I, pp. 406–413.

e Includes proportion paid to colored schools.

TABLE II.—*Average expenses per capita of daily average attendance in city public schools.*

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Virginia City, Nev	$25 88	$8 93	Terre Haute, Ind	$14 75	$2 99
Boston, Mass	24 61	9 12	Indianapolis, Ind	14 74	4 65
Stockton, Cal	23 12	5 85	Troy, N. Y	14 69	4 25
Sacramento, Cal	23 00	11 00	Lockport, N. Y	14 68	4 47
Newton, Mass	22 95	5 84	Rochester, N. Y	14 66	3 89
Oakland, Cal	22 93	4 68	Long Island City, N. Y	14 57	4 86
San Francisco, Cal	22 70	4 53	Meriden, Conn	14 48	2 18
Salem, Mass	20 58	5 93	Cohoes, N. Y	14 25	6 94
Norwich, Conn	20 37	6 14	Dubuque, Iowa	14 22	4 37
New York, N. Y	20 26	3 90	Taunton, Mass	14 21	3 98
Los Angeles, Cal	20 24	3 62	Newark, N. J	14 08	3 66
Cincinnati, Ohio	20 17	2 12	Ottumwa, Iowa	14 02	3 29
Cambridge, Mass	19 88	3 56	Utica, N. Y	13 97	4 40
Orange, N. J	19 86	4 63	Georgetown, D. C.	13 94	5 63
Buffalo, N. Y	19 75	3 63	Washington, D. C.		
Dayton, Ohio	19 57	.....	Manchester, N. H	13 93	4 32
Portland, Oreg	19 34	5 60	Lynchburg, Va	13 88	2 97
Chicopee, Mass	19 00	.....	Chicago, Ill	13 75	3 21
St. Paul, Minn	18 26	5 28	Portland, Me	13 72	4 38
Newport, R. I	18 25	2 59	Lynn, Mass	13 71	4 19
Holyoke, Mass	17 72	6 54	Newburgh, N. Y	13 55	2 27
New Haven, Conn	17 44	.....	Hornellsville, N. Y	13 47	2 39
Zanesville, Ohio	17 24	5 53	Nashville, Tenn	13 38	1 88
Columbus, Ohio	16 94	4 69	Grand Rapids, Mich	13 36	3 03
Denver, Colo	16 89	5 56	Woburn, Mass	13 29	3 57
Fort Wayne, Ind	16 81	3 63	Tiffin, Ohio	13 24	4 28
Davenport, Iowa	16 68	2 82	Memphis, Tenn	13 16	.....
Des Moines, west side, Iowa	16 65	6 53	Dover, N. H	13 14	3 17
Baltimore, Md	16 21	4 13	Racine, Wis	13 12	2 46
Minneapolis, Minn	16 18	3 04	Norristown, Pa	13 05	4 90
Fremont, Ohio	16 00	4 26	Elmira, N. Y	13 00	3 68
Burlington, Iowa	16 00	4 25	Pittsfield, Mass	12 95	4 45
Haverhill, Mass	15 96	5 19	Poughkeepsie, N. Y	12 95	4 20
Cleveland, Ohio	15 83	3 51	Detroit, Mich	12 92	3 65
Fitchburg, Mass	15 74	4 32	Hamilton, Ohio	12 87	4 03
Springfield, Mass	15 71	4 58	Allegheny, Pa	12 85	1 58
Milwaukee, Wis	15 70	2 40	Erie, Pa	12 80	3 83
Council Bluffs, Iowa	15 69	4 66	New Orleans, La	12 80	3 03
Albany, N. Y	15 62	3 95	Stillwater, Minn	12 79	9 20
Somerville, Mass	15 61	4 27	New Brunswick, N. J	12 78	2 09
St. Louis, Mo	a15 60	a2 04	Binghamton, N. Y	12 75	2 12
Malden, Mass	15 30	5 34	Saratoga Springs, N. Y	12 70	3 18
Jacksonville, Ill	15 24	3 11	Bridgeport, Conn	12 68	4 57
Springfield, Ohio	15 14	3 57	Auburn, N. Y	12 61	3 68
Kingston, N. Y	15 11	1 35	Bay City, Mich	12 60	6 91
Worcester, Mass	14 97	3 60	Logansport, Ind	12 55	3 24
Trenton, N. J	14 81	3 65	Toledo, Ohio	12 53	2 78
Brooklyn, N. Y	14 81	.....	Keokuk, Iowa	12 50	.....

a Based on average number belonging.

TABLE II.—*Average expenses per capita of daily average attendance, &c.*—Continued.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Elgin, Ill	$12 41	$2 99	Steubenville, Ohio	$10 73	$2 92
Portsmouth, Ohio	12 40	2 60	Saginaw, Mich	10 73	2 38
San Antonio, Tex	12 37	1 27	Ironton, Ohio	10 65	2 44
Syracuse, N. Y	12 35	2 56	Williamsport, Pa	10 50	3 87
Watertown, Wis	12 22	2 84	Belleville, Ill	10 47	3 57
Louisville, Ky	12 19	2 45	Newport, Ky	10 40	1 87
Rome, N. Y	12 15	2 55	Philadelphia, Pa	10 16	3 54
Muskegon, Mich	12 05	3 62	Janesville, Wis	10 13	4 05
Harrisburg, Pa	12 05	2 81	Rockford, Ill	10 00	2 00
Lewiston, Me	12 05	3 38	South Bend, Ind	9 90	5 49
St. Joseph, Mo	12 02	3 88	Hannibal, Mo	9 73	2 37
Elizabeth, N. J	12 01	3 00	Paducah, Ky	9 67	2 79
East Saginaw, Mich	12 00	4 87	Chattanooga, Tenn	9 61	1 87
Ottawa, Ill	12 00	2 25	Scranton, Pa	9 60	3 07
Augusta, Me	12 00	.....	Auburn, Me	9 60	2 95
Ann Arbor, Mich	11 90	2 91	Marlborough, Mass	9 47	3 27
Meadville, Pa	11 90	1 84	Lebanon, Pa	9 43	2 10
Akron, Ohio	11 86	3 97	Oswego, N. Y	9 42	2 40
Decatur, Ill	11 80	.....	York, Pa	9 33	.....
Sandusky, Ohio	11 56	3 53	Bangor, Me	9 17	.....
Mansfield, Ohio	11 50	4 08	Leavenworth, Kans	8 73	1 67
Paterson, N. J	11 40	3 03	Columbus, Ga	8 50	1 61
Galesburg, Ill	11 40	2 43	Shamokin, Pa	8 46	.....
Fond du Lac, Wis	11 36	2 77	Reading, Pa	8 35	3 70
Rock Island, Ill	11 35	4 53	Rockland, Me	8 22	1 89
Ithaca, N. Y	11 35	2 89	Key West, Fla	8 00	.....
Northampton, Mass	11 35	2 82	Altoona, Pa	7 62	2 01
Danville, Ill	11 33	1 76	Allentown, Pa	7 33	.....
Quincy, Ill	11 29	2 80	Danville, Va	7 14	1 14
Wilmington, Del	11 26	3 39	Frederick, Md	6 87	1 87
Topeka, Kans	11 24	.....	Shenandoah, Pa	6 37	2 30
Little Rock, Ark	11 00	3 21	Carbondale, Pa	5 83	1 02
Canton, Ohio	10 95	3 10	Pittsburgh, Pa	($17 10)	
Richmond, Va	10 95	2 21	Knoxville, Tenn	(13 18)	
Gloucester, Mass	10 82	3 63	Nashua, N. H	(11 84)	
Alexandria, Va	10 82	2 55			

About one-sixth of the whole school population, one-tenth of all the teachers, and more than one-fourth of all the annual school expenditure reported for the entire country are included in the cities represented in Table II. The student of civil administration finds the municipal systems of the United States more defective, more assailed, and doubtless requiring greater efforts to reform them than any other part of our civil machinery. Fortunately, and to the credit of school officers, our city school affairs are in the main well systematized, the department of education forming an important feature in municipal administration. The department includes primarily a board of education, which is variously constituted in different cities. In some cases the members of the board are elected directly by the people or by ward school directors, who are themselves elected by the people. In a few cities the boards are

appointed by the mayor, and in the District of Columbia, by the Commissioners. The powers of the school boards are in some instances restricted to the care and management of the public schools, while in others they extend to the charge of school funds. In a considerable number of cities where the principles of the so-called Akron school law have been adopted, the board or committee determine the amount of school tax to be levied within the limit of the rate fixed by law.

WOMEN ON SCHOOL BOARDS.

The election of women as members of city school boards is a noteworthy feature of the history of the decade. In 1873, four women having been elected by the citizens of Boston to serve upon the school committee, the question of their eligibility was raised, and continued to excite discussion for more than a year. The supreme court finally deciding that they were not eligible under existing statutes, the legislature passed an act removing the disability. As a result, women not only have a place upon the Boston committee, but also upon numerous other local school committees in the State. The division of the boards into subcommittees, with specific duties, gives opportunity for directing the influence of women to those particulars of government and instruction for which they are best adapted; so that their presence is the introduction of a new force; in other words, it is in the line of progress.

SERVICE AND QUALIFICATIONS OF SCHOOL BOARDS.

The members of the school boards serve without salaries, but expenses incurred in the discharge of their trusts are met by appropriations from the public school funds. The qualifications for membership in the boards of education or school committees have not been considered with sufficient care throughout the country. Here and there the standard of qualification is high, and the result is the selection of members eminently fit for their important responsibilities; but information collected at this centre makes evident the fact that too many persons seek positions in these boards who have neither proper qualifications for the office nor a just appreciation of its responsibilities; they are animated by the desire of securing some selfish end regardless of the good of the school children or the public welfare. It is essential that the friends of the schools and of good order in every city should understand the importance of the trust committed to boards of education. To their lack of capacity, information, or good purpose may be traced the erection of unsuitable buildings, the introduction of faulty or imperfect systems of ventilation and heating, the selection of inferior superintendents, the employment of poor teachers, or the interference with teachers and superintendents who may be most fit and worthy. If school expenditures are extravagant or misdirected, the evil, as a rule, may be traced to some unworthiness in the school board or committee. No man is too able, too eminent, or too good to assume these responsibilities.

SUPERINTENDENTS.

The executive officer of education in nearly all the cities represented in Table II is the superintendent, who is generally appointed by the board of education. The superintendents are salaried officers, and it is a cause of congratulation that, with few exceptions, they are men of superior ability and special adaptation to the work of school supervision.

The growth of the idea of supervision (or, as it is termed in other countries, inspection) has been frequently considered in these reports. Undoubtedly the duties of supervision require a person of the rarest excellence. How much does he need to know (1) of the subjects taught; (2) of the nature of the child and of child growth, physical, mental, moral; and (3) of the relation of school work to all other instrumentalities which affect the life of school children? How necessary that he should be able to come fully up to his responsibilities and not go beyond them? How thoroughly must he understand the lessons that come from the personal and general

experience of his own city, and be able by breadth of observation and study in his own and other countries to avail himself of the hints and suggestions from the experience of others? He must, moreover, in this world of mutual responsibility, by his reports and otherwise, be able to make contributions for the benefit of other cities and other educators. On no question touching school affairs can he be considered an outsider. If the engineer, or the architect, or the physician, or the lawyer, or any other professional man needs special qualifications and encounters responsibilities in his vocation, the same is true of the superintendent in a preëminent degree.

Twelve cities report one or more assistant superintendents. In a number of cities which do not report such assistants the grammar masters, or supervising principals as they are sometimes called, perform the duties of supervision, teaching in their school rooms but a few hours each week. No assistant superintendent is reported for Boston, but the committee employ a corps of supervisors, who so far have not been subject to the direction of the superintendent, thus presenting the mischievous anomaly of a double headed supervision.

Philadelphia is the only large city in the United States having no superintendent. In reference to this deficiency Hon. Edward T. Steel, the able president of the board, pointedly observes:

> Why the city of Philadelphia has referred its schools to the spontaneous sagacity of a management coming and going at the caprice of ward nominating conventions, is a question for the citizens to consider.

Again he justly says, recalling his emphatic statement of the pressing need of superintendence in his report for 1879:

> I feel constrained to call your attention again to this subject, inasmuch as such supervising aid is absolutely essential in the method of uniting the schools for vigorous and harmonious work.

The employment of superintendents by so large a majority of the cities indicates general agreement as to the necessity of the office. The expense causes a delay in the creation of the office in some of the smaller cities where its importance is fully recognized. An examination of the column of cost of supervision, Table II, appendix, will show how small this item is as compared with total expense. When it is considered further that in all human affairs returns from investments increase in proportion to the wisdom, skill, and integrity with which the affairs are systematized and controlled, an argument for the immediate employment of superintendents may be based on the score of economy.

Qualifications for the office will naturally vary somewhat with local conditions. Nearly all city superintendents are graduates of institutions for superior instruction, and a large number have acquired in active service the special training which is demanded. Experience has thus supplied us with a standard of qualification for this office. It requires (1) that liberal education which by common consent is the basis of professional training; (2) instruction and training directed to the special duties of the office, which in other departments of applied knowledge are furnished by professional schools and courses.

ATTENDANCE AND SCHOOL POPULATION.

Comparing the whole school population in the summary of Table II with the entire enrolment in public schools and the estimated enrolment in private schools, it appears that 21 per cent. of the school population are not under instruction. The proportion of these who are in danger of growing up in ignorance and vice is greatly reduced by the number above six years of age, who are yet, in the opinion of their parents, too young to be sent to school, and the number above twelve who are necessarily put to work to aid in the support of the family. By reference to Table II in the appendix it will be seen that the vast majority of those enrolled in the public schools are in the primary and grammar grades. If the figures could be extended into these details it would appear that the enrolment and average attendance between the

ages of six and twelve approach much nearer the school population between those ages than is the case for the years between twelve and sixteen. With all proper allowance, however, there is enough truancy and absenteeism in the cities to excite alarm.

CONDUCT OF ELEMENTARY INSTRUCTION.

The reports show remarkable uniformity in the conduct of elementary instruction, namely, that which precedes the high school. It comprises generally eight grades, each grade corresponding to one year. Four of the grades are classified as primary and four as grammar school.[1]

The programmes of studies for these grades do not differ materially in the principal cities. They include reading, writing, English language, arithmetic, geography, history and Constitution of the United States, grammar and composition, physics or physiology, music, drawing, and oral or object lessons. In addition to these branches English history or outlines of general history and elements of algebra are included in some cities. Sewing is a regular exercise in the fourth, fifth, and sixth grades of the girls' grammar school in Boston, and in a number of western cities German is taught to those children whose parents desire it. "English language," as used in the programmes, is a comprehensive expression, including spelling, word analysis, definitions, and practice in the correct use of oral and written language. Oral or object lessons cover a variety of subjects pursued in a somewhat desultory manner in some cities and in others according to a well devised plan. The branches thus provided for may be classified under the heads of natural science, morals, and behavior.

The average age at which pupils complete the course of study here outlined appears to be fourteen years, which is the age at which compulsory attendance terminates in German-speaking countries.

Examinations of all these schools are held at stated times, annually, semiannually, or quarterly, and in many cases the examinations are set forth in the reports with sufficient fulness to enable any one who will study them to form a correct judgment as to the instruction imparted.

The most important fact in the recent history of city schools is the increased attention given to the primary classes. The disposition is everywhere manifest to fix a reasonable limit to the number of children assigned to one teacher, to appoint and retain teachers for these primary grades who can adapt themselves easily to the child's nature, to impose less constraint upon the natural activities of childhood, to retain pupils fewer hours in confinement (in some of the best systems not more than three hours a day), to cultivate the perceptive faculties, and to unfold the intuitions.

The average number of children to one teacher is about sixty, but it is generally conceded that the number should not exceed fifty. The committee of Boston allow an assistant in the fifth and sixth classes whenever the number of pupils exceeds fifty-six, the intention being to have no more than fifty pupils to a teacher.

Temporary expedients are employed in other cities for the accomplishment of the same purpose.

In the revision of the Boston schools in 1879 the same grade of certificates of qualification was fixed for the assistants of the primary as for those of the grammar schools. In Philadelphia, the same year, the term of service was made the basis of compensation. Both of these measures operate to the advantage of the lower grades. In some cities special care is taken to furnish primaries with teachers of the rarest and best qualifications.

Hon. J. W. Taylor, superintendent of schools, San Francisco, Cal., says, in his report for 1880:

Since the board of education has adopted the unwise plan of increasing the teachers' salaries according to the grade taught, the highest salary being paid to the highest grade, the teachers, and especially the good ones, no longer having any inducement to remain in the lower grades, are striving for promotion to the higher grades on ac-

[1] In some western cities the terms "district school" and "intermediate school" are employed.

count of the higher wages. This will deprive the primary schools of their best teachers and tend to throw the talent of the department into the grammar grades, where it is least needed.

HIGH SCHOOLS.

The number of city high schools is a little above that represented in the table, as a few cities in which schools of this grade are maintained failed to report. Massachusetts reports the largest number in any single State and Boston the largest number in any city.

The course of study in the Boston high schools covers a period of four years, and comprises English language and literature; history, ancient, mediæval, and modern; mathematics, algebra, plane and solid geometry, and plane trigonometry; science, botany, zoölogy, physics, chemistry, and astronomy; foreign languages, French, German, or Latin; music; drawing; electives. Book-keeping or experimental physics may be substituted for zoölogy and drawing or a foreign language for plane trigonometry. Of the twenty-five school hours in a week, two are given either to calisthenics or a military drill.

Substantially the same course is presented in the high schools of the other cities reporting.

Both Latin and Greek are included where the high-school course is intended to lead directly to college entrance examinations; but this is unnecessary in the Boston English High School, since the two Latin schools of that city are college preparatories.

The most important event in the history of public schools of secondary grade during the last ten years was the opening of the Boston Latin School for Girls in January, 1878.

The extent to which special teachers are employed in the cities and the cost of such service may be seen by reference to Table II, pages 442–448 of the appendix.

DISCIPLINE.

Great improvement has been made during the decade in methods of discipline. It is, however, generally admitted that corporal punishment is still too frequently administered.

At a meeting of the Boston school committee, April 13, 1880, it was ordered: "That a committee of three be appointed to consider the whole subject of corporal punishment in our schools, and report to this board what means can be adopted to remedy the existing evils."

Majority and minority reports were subsequently submitted, which form a complete summary of the arguments pro and con on the subject. The majority recommended changes in the regulations which would reduce the possibility of a resort to corporal punishment to the minimum. The minority advised that no change be made in the existing regulations. By failure of action the matter remains in statu quo.

TRUANT SERVICE.

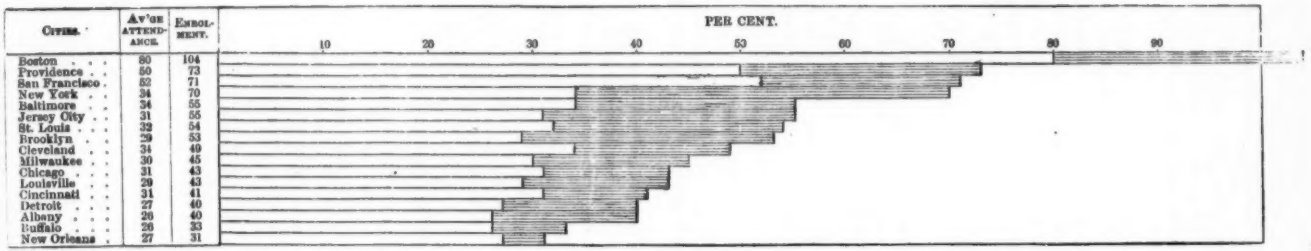
The habitual absence of scholars in nominal membership is so serious a hindrance to class work and ultimately so injurious to society that educators and legislators find a common cause in measures for the repression of the evil.

In many cities, chiefly those of New England, truant officers are appointed to look after this class of offenders; in some cases this duty is intrusted to the police, who report regularly to the school authorities. Wherever and however organized the truant service has proved beneficial.

The report of the school committee of Boston for 1880 contains an important statement on this branch of the public school service, which is admirably managed in that city. It has grown gradually and naturally out of the compulsory school laws of the State and the city ordinances concerning truant children and absentees from school. The city authorities fully recognize the necessity of adequate provision for the protection and education of neglected children and for the proper trial and restraint of juvenile offenders. On this and all other conditions relative to the truant service the report mentioned will be found replete with suggestion and information.

Diagram No. 5,

Showing the relation of average attendance and enrolment to school population in cities of over 75,000 inhabitants.



NOTE.—As full statistics have not been received from all cities of more than 75,000 inhabitants, all are not included in this diagram.

SCHOOL-HOUSES.

Notwithstanding the numerous complaints of poorly constructed buildings, defective ventilation, &c., the last ten years have been marked by progress in all the sanitary conditions of school-houses.

In many cities the care of these buildings is intrusted to special officers, and many reports include a representation of the actual condition of school buildings.

The lack of competent architects, the indifference of the public, and the want of funds are the main obstacles in the way of the perfect adaptation of city school buildings to the convenience of the work and the requirements of health.

SCHOOLS MAINTAINED BY PRIVATE EFFORT.

In addition to organized efforts in our leading cities for the care of neglected children, much is done in the same direction by various agencies in the smaller cities and rural districts. It is impossible at present to give any adequate report of these desultory efforts; nevertheless they occupy a very important place among the agencies which are operating against the spread of illiteracy.

The following account of a work in progress in Wilmington, N. C., affords an important example:[1]

Miss Amy M. Bradley, who has become widely known on account of her success in the education and advancement of the poor white children of Wilmington, N. C., determined to undertake this missionary work at the suggestion of Mrs. Susan L. Sohier, of Boston. Miss Bradley reached Wilmington in December, 1866, and found an abandoned building, very much out of repair, which had been erected for the use of a free school by some northern gentlemen just before the war. She opened here the Union School January 9, 1867, with three children, two girls and a boy; but when the term closed in late June or early July the number of pupils had increased to 100. These children were extremely poor, and their clothing was partially furnished by ladies in Boston.

The work in this building continued under Miss Bradley for five years. At the close of the second year (1869) the Hemenway school-house was built under her direction at the other end of the city, and the two schools together furnished instruction for 300 pupils. Three years later the county purchased the Hemenway school, and both schools are now supported by the county and supplied with native teachers

The American Unitarian Association and the Soldiers' Memorial Society expended up to June 30, 1872, over $21,000 in these schools.

Mrs. Hemenway was influenced to help this work by hearing a sermon preached by Rev. Geo. L. Chaney at the Hollis Street Mission, Boston. She went to Wilmington in 1871, bought an acre and a half of ground, and erected the Tileston school-house, a large building, well lighted, heated, and ventilated, containing ample school room for 250 children and a hall comfortably seating 600 persons. This was opened in October, 1872, with 160 pupils. The entire cost of the building and grounds was a little over $30,000. Mrs. Hemenway has given $5,000 annually to the school, and has expended altogether over $75,000.

The Tileston school is divided into six grades, Kindergarten, primary, middle, grammar, high, and normal, requiring the services of nine teachers. Each division has about forty pupils arranged in two classes.

TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of normal schools, instructors, and pupils reported to the Bureau for the years 1871 to 1880, inclusive:

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.
Number of institutions	65	98	113	124	137	151	152	156	207	220
Number of instructors	445	773	887	966	1,031	1,065	1,189	1,227	1,422	1,466
Number of students	10,922	11,778	16,620	24,405	29,105	33,921	37,082	39,669	40,029	43,077

[1] Dr. W. G. Eliot, president of Washington University, St. Louis, who has personally observed this work, writes: "Miss Bradley's school is a model institution, one of which Boston or Philadelphia might be proud."

TABLE III.—PART 1.—*Summary of*

States and Territories.	Number of schools in each State.	Number of instructors.	Number of students.					Graduates in the last year.	
			Total.	Number of normal students.		Number of other students.		Whole number.	Number who have engaged in teaching.
				Male.	Female.	Male.	Female.		
Alabama	3	16	560	174	156	128	102	16	14
Arkansas	2	2	210	111	28	37	34	.....	.....
California	2	17	686	77	500	57	52	172	42
Colorado	1	.....	9	3	6	.....	.....	.....	.....
Connecticut	1	8	132	14	118	0	0	37	30
Florida	1	6	127	27	12	43	45	.....	.....
Georgia	1	7	78	67	11	.....	.....	.....	.....
Illinois	4	33	1,461	267	538	377	279	47	12
Indiana	3	19	481	197	284	.....	.....	44	41
Iowa	4	9	372	129	239	4	.....	30	28
Kansas	2	7	234	(60) 19	33	54	68	11	10
Maine	6	23	467	134	313	5	15	122	114
Maryland	2	18	441	232	69	40	100	50	44
Massachusetts	9	81	1,273	(199) 91	983	.....	.....	270	139
Michigan	2	13	460	24	45	(391)		55	.....
Minnesota	3	27	783	161	273	187	162	85	53
Mississippi	2	7	417	177	74	92	74	8	8
Missouri	6	51	1,388	(60) 698	630	.....	.....	205	95
Nebraska	1	9	276	124	152	.....	.....	40	38
New Hampshire	1	5	30	8	22	.....	.....	21	.....
New Jersey	1	24	519	134	57	150	178	37	35
New York	10	158	6,514	(1,298) 451	2,364	(695) 287	1,419	643	392
North Carolina	2	37	347	161	127	28	31	9	4
Ohio	3	17	166	1	165	.....	.....	116	94
Pennsylvania	11	144	4,617	(479) 1,388	1,924	452	374	474	373
Rhode Island	1	9	145	(145)		.....	.....	19	.....
Tennessee	1	8	142	54	88	.....	.....	31	.....
Texas	2	9	168	(49) 61	46	12	.....	40	39
Vermont	3	19	429	129	267	23	10	92	65
Virginia	1	30	354	.....	.....	.....	.....	48	.....
West Virginia	6	20	435	(113) 143	90	(54) 19	16	44	32
Wisconsin	5	60	1,887	(128) 349	575	(243) 298	294	118	108
District of Columbia	2	7	39	....	39	.....	.....	39	19
Utah	1	3	55	28	27	.....	.....	17	...
Washington Territory	1	.....	21	(21)		.....	.....	3	...
Total	106	903	25,723	(2,552) 5,633	10,255	(1,383) 2,293	3,253	2,943	1,829

a Classification of 354

statistics of public normal schools.

Volumes in libraries.		Number of schools in which drawing is taught.	Number having collections of models, casts, &c., for free hand drawing.	Number of schools in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing chemical laboratory.	Number possessing philosophical cabinet and apparatus.	Number possessing a museum of natural history.	Number possessing a gymnasium.	Number having model schools.	Number in which students receive diplomas or certificates on completion of course.
Whole number.	Increase in the last school year.										
2,550	50	1	0	3	3	2	2	1	0	2	3
20	4	1	.....	2	2	1	1	1	.....	1	2
3,400	.....	2	2	2	0	2	2	1	.....	1	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1,400	100	1	1	1	0	1	1	0	0	0	1
.....	.....	0	0	0	0	.....	.....	0	0	1	1
100	20	1	0	1	0	1	0	1	1	0	1
10,258	1,224	3	3	3	.....	3	3	3	1	2	3
2,200	.....	3	2	3	0	1	2	1	0	3	3
1,830	500	2	.....	1	1	1	2	1	.....	.....	2
200	.....	1	.....	2	1	2	1	.....	1	1	2
3,718	251	5	3	3	.....	3	3	1	.....	4	5
2,812	.....	2	1	2	2	1	1	1	1	2	2
11,291	299	8	7	7	.....	5	5	5	1	4	8
2,375	610	1	1	1	.....	1	1	1	.....	1	1
1,386	446	3	2	3	0	3	2	2	0	3	3
800	310	1	2	2	2	2	2	1	0	1	2
3,386	365	6	3	5	4	4	5	5	1	.....	6
1,600	200	1	1	1	.....	1	1	1	.....	1	1
400	100	0	0	1	0	0	1	0	0	1	1
550	50	1	1	1	1	1	1	1	0	1	1
11,082	473	9	5	9	4	9	9	5	4	9	9
300	50	1	.....	2	.....	1	2	1	1	1	2
455	.....	3	0	3	.....	0	1	0	0	2	2
16,178	1,920	11	7	11	10	8	10	5	4	11	11
1,000	30	1	1	1	.....	1	1	1	0	.....	1
.....	.....	1	1	1	0	1	1	.....	0	0	1
140	140	1	.....	1	.....	.....	1	.....	.....	1	1
950	30	3	.....	.....	2	3	3	1	.....	.....	3
900	.....	1	0	1	1	1	1	.....	0	1	1
850	27	1	.....	2	5	.....	1	.....	1	1	5
3,557	242	5	4	5	1	3	4	4	1	5	5
450	50	2	1	2	.....	.....	1	1	.....	2	2
.....	.....	0	0	0	0	1	1	1	0	0	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86,138	7,491	82	48	82	39	63	72	46	17	62	94

not reported.

TABLE III.—PART 2.—*Summary of*

States.	Number of schools in each State.	Number of instructors.	Number of students.					Graduates in the last year.	
			Total.	Number of normal students.		Number of other students.		Whole number.	Number who have engaged in teaching.
				Male.	Female.	Male.	Female.		
Alabama	4	17	789	177	190	170	252	*a*3	*a*20
Arkansas	1	14	*b*239	.....	...	...	...	.....	.....
California	2	8	*c*4	.....	*c*4	.....	.....	8	8
Colorado	1	.....	15	9	6	.....	.....	.....	.....
Georgia	2	2	424	(224) 30	20	75	75	.....	.....
Illinois	7	39	*b*856	175	124	240	110	34	33
Indiana	10	85	*b*3, 589	(48) 558	485	.....	.....	240	149
Iowa	7	34	620	198	192	112	118	28	15
Kansas	1	5	150	(150)		.....	.....	15	12
Kentucky	6	29	395	(40) 106	160	36	53	28	23
Louisiana	3	11	352	(43) 44	95	(138)	32	31	18
Maine	2	2	53	26	27	.....	.....	4	4
Maryland	3	6	*b*272	.....	4	.....	.....	4	2
Massachusetts	1	6	23	.....	23	.....	.....	23	21
Michigan	1	3	23	.....	23	.....	.....	19	14
Mississippi	2	.....	9	.....	9	.....	.....	.....	.....
Missouri	2	3	86	8	12	30	36	6	4
Nebraska	1	8	87	1	2	50	34	.....	.....
New York	3	5	27	.....	27	.....	.....	21	16
North Carolina	6	22	*b*633	204	120	57	43	3	3
Ohio	11	74	*b*3, 271	(159) 768	351	336	150	72	39
Oregon	2	8	48	22	26	.....	.....	.....	.....
Pennsylvania	8	34	1, 591	369	252	514	456	59	39
South Carolina	4	19	987	(20) 146	152	307	362	54	5
Tennessee	11	71	1, 528	(130) 406	323	(75) 305	289	48	23
Texas	4	18	398	51	70	134	143	2	2
Vermont	1	.....	6	3	3	.....	.....	6	0
Virginia	2	8	370	9	11	150	200	3	.....
West Virginia	1	5	245	100	103	22	20	13	.....
Wisconsin	2	15	64	49	15	.....	.....	8	.....
District of Columbia	3	12	200	137	57	3	3	20	10
Total	114	563	*b*17, 354	(814) 3, 596	2, 886	(213) 2, 541	2, 376	752	400

a Rust Normal Institute reports 18 graduates as engaged in teaching, but makes no report of the number graduating at last commencement.

statistics of private normal schools.

Volumes in libraries.		Number of schools in which drawing is taught.	Number having collections of models, casts, &c., for free hand drawing.	Number of schools in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing chemical laboratory.	Number possessing philosophical cabinet and apparatus.	Number possessing a museum of natural history.	Number possessing a gymnasium.	Number having model schools.	Number in which students receive diplomas or certificates on completion of course.
Whole number.	Increase in the last school year.										
1,500	260	2	1	4	3	1	2	0	0	1	4
2,000	50	1	.....	1	1	1	1	.....	.....	.....	.....
150	20	2	1	1	1	.....	1	1	.....	2	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
200	.....	.....	.....	2	2	.....	1	.....	.....	.....	1
2,517	227	2	2	5	5	3	4	4	1	1	4
7,540	1,250	8	3	9	6	6	7	4	.....	5	8
2,411	590	7	3	6	5	4	5	3	1	2	7
600	150	1	0	1	1	1	1	0	0	0	1
1,600	300	4	.....	5	4	4	5	1	.....	2	5
750	10	1	1	2	1	.....	.....	.....	.....	1	3
400	7	2	.....	.....	1	1	2	1	.....	.....	2
.....	.....	1	1	2	1	1	1	1	1	1	2
.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	1
.....	.....	1	.....	1	0	.....	.....	.....	.....	1	1
.....	.....	1	1	2	1	1	1	.....	.....	1	2
.....	.....	2	.....	2	2	1	1	.....	.....	.....	2
.....	.....	1	0	1	1	0	0	0	0	1	0
.....	.....	1	.....	1	.....	.....	.....	1	1	1	1
1,700	100	2	.....	4	2	.....	.....	.....	.....	1	4
9,050	510	7	5	8	9	10	10	6	2	3	10
.....	25	1	1	2	2	1	1	.....	.....	.....	2
4,542	626	6	1	5	3	2	2	.....	.....	5	5
1,460	.....	4	3	4	3	2	2	.....	.....	2	3
6,000	500	7	1	9	7	3	5	2	.....	6	9
250	50	2	2	3	2	1	2	1	1	1	3
100	100	1	0	1	0	1	1	1	0	1	1
.....	.....	2	.....	2	2	.....	.....	.....	.....	.....	1
3,200	.....	1	0	1	1	0	.....	0	0	0	1
200	.....	2	.....	2	1	1	1	.....	1	.....	1
100	.....	2	.....	2	1	.....	1	1	.....	2	2
46,270	4,775	75	26	89	68	45	57	27	8	40	88

b Classification not reported in all cases.
c Only one institution reporting this item.

TABLE III.—*General summary of statistics of public and private normal schools.*

States and Territories.	Number of normal schools supported by—											
	State.			County.			City.			All other agencies.		
	Number of schools.	Number of instructors.	Number of students.a	Number of schools.	Number of instructors.	Number of students.a	Number of schools.	Number of instructors.	Number of students.a	Number of schools.	Number of instructors.	Number of students.a
Alabama	3	16	330	.....	.....	.....	.....	.....	.....	4	17	367
Arkansas	2	2	139	.....	.....	.....	.....	.....	.....	1	14	.....
California	1	15	468	.....	.....	.....	1	2	109	2	8	4
Colorado	1	.....	9	.....	.....	.....	.....	.....	.....	1	.....	15
Connecticut	1	8	132	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida	1	6	39	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	b1	7	78	.....	.....	.....	.....	.....	.....	2	2	274
Illinois	2	25	605	1	8	200	1	.....	.....	7	39	299
Indiana	1	10	454	.....	.....	.....	2	9	27	10	85	1,091
Iowa	2	7	337	.....	.....	.....	2	2	31	7	24	390
Kansas	2	7	112	.....	.....	.....	.....	.....	.....	1	5	150
Kentucky	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	29	306
Louisiana	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	11	182
Maine	4	21	439	.....	.....	.....	2	2	8	c2	2	53
Maryland	2	18	301	.....	.....	.....	.....	.....	.....	3	6	4
Massachusetts	6	68	1,149	.....	.....	.....	3	13	124	1	6	23
Michigan	2	13	69	.....	.....	.....	.....	.....	.....	1	3	23
Minnesota	3	27	434	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	2	7	251	.....	.....	.....	.....	.....	.....	2	.....	9
Missouri	5	43	1,226	.....	.....	.....	1	8	162	2	3	20
Nebraska	1	9	276	.....	.....	.....	.....	.....	.....	1	8	3
New Hampshire	1	5	30	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Jersey	1	24	191	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York	8	119	2,867	.....	.....	.....	2	39	1,246	3	5	27
North Carolina	2	37	288	.....	.....	.....	.....	.....	.....	6	22	324
Ohio	.....	.....	.....	.....	.....	.....	3	17	166	11	74	1,278
Oregon	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	8	48
Pennsylvania	10	117	2,776	.....	.....	.....	1	27	1,015	8	34	621
Rhode Island	1	9	145	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	19	318
Tennessee	1	8	142	.....	.....	.....	.....	.....	.....	11	71	859
Texas	2	9	156	.....	.....	.....	.....	.....	.....	4	18	121
Vermont	3	19	396	.....	.....	.....	.....	.....	.....	1	.....	6
Virginia	b1	30	.....	.....	.....	.....	.....	.....	.....	2	8	20
West Virginia	d6	20	346	.....	.....	.....	.....	.....	.....	1	5	203
Wisconsin	4	55	1,038	.....	.....	.....	1	5	14	2	15	64
District of Columbia	.....	.....	.....	.....	.....	.....	2	7	39	3	12	194
Utah	e1	3	55	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington Territory	e1	.....	21	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	84	764	15,290	1	8	200	21	131	2,941	114	563	7,296

a This summary contains the strictly *normal* students only, as far as reported; for total number of students, see the preceding summaries.

b Partially supported from the proceeds of the national grant of land to agricultural colleges, this normal school being part of an institution so endowed.

c Receive an allowance from the State.

d No appropriation for 1879-'80.

e Territorial appropriation.

Appropriations for normal schools.

Name of school and location.	Appropriation, 1880.	State appropriation per capita of pupils in the last year. a
State Normal School, Florence, Ala	$7,500	$32 33
Normal School for Colored Teachers, Huntsville, Ala	2,000	160 80
Lincoln Normal University, Marion, Ala	4,000	17 10
Normal department of Arkansas Industrial University, Fayetteville, Ark	(b)	(b)
Branch Normal College of Arkansas Industrial University, Pine Bluff, Ark	c12,000	20 00
Normal department of Girls' High School, San Francisco, Cal	d4,000	.....
California State Normal School, San José, Cal	e33,300	68 00
Connecticut State Normal School, New Britain, Conn	12,000	90 00
Normal department of Atlanta University, Atlanta, Ga	(b)	(b)
Southern Illinois Normal University, Carbondale, Ill	20,290	48 20
Illinois State Normal University, Normal, Ill	22,494	52 45
Cook County Normal and Training School, Normalville, Ill	f15,000	g48 23
Indianapolis Normal School, Indianapolis, Ind	d5,000	.....
Southern Indiana Normal College, Mitchell, Ind	d2,500	.....
Indiana State Normal School, Terre Haute, Ind	17,000	37 50
Iowa State Normal School, Cedar Falls, Iowa	6,750	20 00
Kansas State Normal School, Emporia, Kans	h25,800	.....
Peabody Normal School for Colored Students, New Orleans, La	i1,300	.....
Peabody Normal Seminary, New Orleans, La	j3,700	j45 50
Eastern State Normal School, Castine, Me	6,000	24 00
State Normal and Training School, Farmington, Me	6,000	38 21
Madawaska Training School, Fort Kent and Van Buren, Me	1,000	.....
State Normal and Training School, Gorham, Me	6,000	50 00
Normal department of Maine Central Institute, Pittsfield, Me	600	.....
Normal department of Oak Grove Seminary, Vassalboro', Me	600	.....
Baltimore Normal School for Colored Teachers, Baltimore, Md	2,000	20 00
Maryland State Normal School, Baltimore, Md	10,500	41 83
Massachusetts Normal Art School, Boston, Mass	16,925	67 00
State Normal School, Bridgewater, Mass	12,750	.....
State Normal School, Framingham, Mass	10,300	100 00
Gloucester Training School for Teachers, Gloucester, Mass	d2,500	.....
State Normal School, Salem, Mass	14,579	47 50
Westfield State Normal School, Westfield, Mass	10,300	89 57
Massachusetts State Normal School at Worcester, Mass	10,300	.....
Michigan State Normal School, Ypsilanti, Mich	17,500	30 00
State Normal School at Mankato, Minn	12,000	.....
State Normal School at St. Cloud, Minn	9,000	49 00
State Normal School at Winona, Minn	12,000	35 00
Mississippi State Normal School, Holly Springs, Miss	3,000	13 64
Tougaloo University and State Normal School, Tougaloo, Miss	2,000	10 00
Missouri State Normal School, Cape Girardeau, Mo	7,500	40 00

a Exclusive of appropriations for permanent objects.

b Appropriation in common with other departments of the university.

c Of this $10 000 is a special appropriation for a new building.

d City appropriation.

e $1,300 is a special appropriation for apparatus.

f County appropriation.

g County appropriation per capita.

h Also $2,000 from county, all of which is a special appropriation for building.

i From Peabody fund.

j From local contributions and Peabody fund; the amount per capita being the amount of these two funds.

Appropriations for normal schools—Continued.

Name of school and location	Appropriation, 1880.	State appropriation per capita of pupils in the last year. a
Normal College of the University of the State of Missouri, Columbia, Mo	(b)	.....
Lincoln Institute, Jefferson City, Mo	c$15,000	.....
Missouri State Normal School, Kirksville, Mo	7,500	$14 66
St. Louis Normal School, St. Louis, Mo	d10,684	.....
State Normal School, Warrensburg, Mo	7,500	20 16
Nebraska State Normal School, Peru, Nebr	15,000	.....
New Hampshire State Normal School, Plymouth, N. H	e5,000	166 66
New Jersey State Normal and Model School, Trenton, N. J	15,000	.....
New York State Normal School, Albany, N. Y	18,000	.....
State Normal and Training School, Brockport, N. Y	18,000	.....
State Normal School, Buffalo, N. Y	17,500	.....
State Normal and Training School, Cortland, N. Y	18,000	45 23
State Normal and Training School, Fredonia, N. Y	18,000	30 00
State Normal School, Geneseo, N. Y	18,000	.....
Normal College, New York, N. Y	d95,000	.....
State Normal and Training School, Oswego, N. Y	18,000	40 55
State Normal and Training School, Potsdam, N. Y	17,872	33 45
University Normal School, Chapel Hill, N. C	2,000	8 00
State Colored Normal School, Fayetteville, N. C	2,000	.....
Cincinnati Normal School, Cincinnati, Ohio	d7,600	.....
Geneva Normal School, Geneva, Ohio	f1,300	f13 00
Pennsylvania State Normal School, sixth district, Bloomsburg, Pa	5,000	.....
Southwestern State Normal School, California, Pa	10,000	10 00
Northwestern State Normal School, Edinboro', Pa	5,000	11 00
Keystone State Normal School, Kutztown, Pa	10,000	21 00
Central State Normal School, Lock Haven, Pa	5,000	.....
Pennsylvania State Normal School, fifth district, Mansfield, Pa	2,775	9 19
Pennsylvania State Normal School, second district, Millersville, Pa	5,902	.....
Philadelphia Normal School for Girls, Philadelphia, Pa	d25,000	.....
Cumberland Valley State Normal School, Shippensburg, Pa	2,250	12 71
West Chester State Normal School, West Chester, Pa	6,933	15 35
Rhode Island State Normal School, Providence, R. I	10,500	.....
Fairfield Normal Institute, Winnsboro', S. C	g600	2 50
Warner Institute, Jonesborough, Tenn	h150	.....
Sam Houston Normal Institute, Huntsville, Tex	i14,500	100 00
American Normal School, Kellyville, Tex	235	3 90
State Normal School of Texas for Colored Students, Prairie View, Tex	6,000	.....
Yorktown Normal School, Yorktown, Tex	432	4 00
State Normal School, Castleton, Vt	2,000	.....
Johnson State Normal School, Johnson, Vt	2,000	15 00
State Normal School, Randolph, Vt	3,278	.....
Hampton Normal and Agricultural Institute, Hampton, Va	(j)	.....

a Exclusive of appropriations for permanent objects.

b Appropriation in common with other departments of the university.

c For two years.

d City appropriation.

e Also $1,200 from city.

f County appropriation; the amount per capita being the amount of county appropriation.

g Also $250 from county.

h From State, county, and town.

i Also a special appropriation from Huntsville of a building valued at $12,000.

j The institute receives annually about $10,000 from the State, being its share of the income from the congressional grant of land to agricultural colleges.

Appropriations for normal schools—Continued.

Name of school and location	Appropriation, 1880.	State appropriation per capita of pupils in the last year.[a]
Milwaukee Normal School, Milwaukee, Wis	[b]$4,000	.....
State Normal School, Oshkosh, Wis	15,717	$22 54
Wisconsin State Normal School, Platteville, Wis	17,390	32 00
State Normal School, River Falls, Wis	18,521	50 00
Washington Normal School, Washington, D. C	[b]2,000	.....
Normal department of University of Deseret, Salt Lake City, Utah	[c]2,500	[c]62 50

[a] Exclusive of appropriations for permanent objects.
[b] City appropriation.
[c] Territorial appropriation.

The training of teachers is provided for in (1) normal schools or normal departments, in (2) normal institutes, and (3) by chairs or lectureships in universities or colleges.

Table III presents a summarized view of normal schools and departments. The former are independent institutions, established for the express purpose of imparting instruction in the theory and art of teaching; the latter are connected with State universities or other colleges. In some instances these departments have scarcely more than a nominal existence, differing from the other departments of the institutions to which they belong simply by the omission of a portion of the regular course and the substitution of a course of lectures on education.

In the earlier years of the decade, returns from normal schools did not furnish sufficient data to serve the purposes of extended comparison. In the appendix to my report of 1870 will be found an article on normal schools by Prof. S. H. White, the able principal of the county normal school, Peoria, Ill., who was well qualified to give the subject accurate and comprehensive presentation. The result of his endeavor serves to show how imperfect and inadequate were the means of obtaining information in regard to these institutions before the series of tables embodied in the report was undertaken. An examination of Table III in the successive reports will show still further that the art of systematic and specific reporting has been of slow development on the part of the schools themselves. The increase in the number of institutions, instructors, and students in the successive years is set forth in the table. Of the number now reported, 106 are public institutions, i. e., supported or aided by State, county, or city appropriations or forming departments of State universities. The course of instruction in these schools embraces from one to four years, three or four years being the full period in the majority. The model schools reported in connection with 62 of the normals are schools of elementary grade in which the normal students are exercised in teaching under the observation of experienced teachers and subject to their criticism and approval. In a few cities the same end is sought by sending normal students to act as substitutes in the lower grades of public schools.

Libraries, cabinets, laboratories, &c., are, if possible, more useful in normal schools than in other institutions. Here they not only facilitate the acquisition of knowledge but they familiarize the teacher with the aids which he must constantly employ in his chosen vocation. Appliances reported by the normal schools must then be included in any comparative estimate of facilities offered for the preparation of teachers.

In 1872 Table III was extended so as to include substantially the same details as at present. It is worthy of note that the increase in the number of schools in which

drawing and vocal music are taught and in the number possessing collections of models, casts, &c., laboratories, and all the various appliances included in the table, bears a fair proportion to the increase in the number of schools.

The supervision and general care of public normal schools is intrusted in some States to the State board of education or other general officers of education and in others to a normal school board. In a few States normal schools have a permanent endowment fund, as in Wisconsin, where the fund is nearly $1,000,000. In general the schools are supported by annual appropriations.

By reference to Table III of the appendix, it will be seen that apart from the schools for training Kindergarten teachers, 13 public normal schools have a course of a single year. In the case of city normal schools it is comparatively easy to give a strictly professional character to the year's work. Candidates for admission must have completed the ordinary high school course or must show upon examination equivalent attainments; they are required to present testimonials of character and generally to give some pledge of their intention to teach. These requirements secure to the school a number of students of substantially equal development and well prepared for special training.

The normal schools of Washington and Boston are good examples of those which give a strictly pedagogical training during a single year's course. They pursue nearly the same plan, which will be understood by an examination of the programme published in the annual report of the Boston school. The work of the school is grouped under five heads: (1) physiological study; (2) psychological study; (3) special reviews; (4) methods of instruction; (5) teaching under criticism. The course of training exercises laid out for the year and rigidly pursued is as follows:

First exercise (*time, one week*): *Observing and reporting.*—One section of the normal pupils, accompanied by their teacher, visit a class in the training school daily; they witness the regular work of the room twenty or thirty minutes, return, and report orally to the teacher accompanying them. This report is merely an orderly statement of what is done and said in the room visited, the teacher making the statement complete and calling attention to such excellences as she deems best. These visits are made at the same hour on successive days, so that the same lesson is seen each day during the week. The other section of the normal pupils, under the direction of another of their teachers, do the same thing at the same time.

Second exercise (*time, one week*): *Teaching before the normal class for criticism.*—Normal pupils teach classes from the training school, following the regular programme of the room from which the children come. One section teach a class of twelve children twenty or thirty minutes daily, under the direction of one of the normal teachers, the same subject being taught at the same hour, to the same pupils, for a week. After the teaching the rest of the hour is devoted to criticisms by the normal pupils and their teacher. Special preparation for these lessons is made at another hour. The other section do the same under the direction of another normal teacher.

Third exercise (*time, one week*): *Observing and reporting single lessons.*—Repeating number one.

Fourth exercise (*time, one week*): *Observing the work of a room for two whole days.*—One section is distributed through the grammar department of the training school, three or four being sent to a room. They remain in the same room two entire days. Each pupil reports the programme of the room in which she observes the first day; the second day she reports the programme and one lesson. The report of the lesson shows (1) the object of the lesson and (2) the steps by which this object was attained, as the normal pupils gathered it from their observation. The next two days the other section do the same. The normal teachers see their pupils in the rooms as far as practicable.

Fifth exercise (*time, one week*): *Teaching before the class.*—Repetition of number two.

Sixth exercise (*time, two weeks*): *Teaching in the training school.*

Seventh exercise (*time, one week*): *Teaching before the class.*—Repetition of number two.

Eighth exercise (*time, two weeks*): *Observing and teaching in the public schools.*

Ninth exercise (*time, three weeks*): *Model lessons in teaching.*—All the normal pupils go to the primary school hall, for an hour and a quarter every day for three weeks, to witness model lessons in teaching and for criticism of these lessons. Part of the lessons are given by the normal teachers and part by the pupils, one lesson every day by each. About half the time is spent in teaching and half in criticism.

The object of these lessons was to give the normal pupils the best type of teaching, especially by beginners.

In other than city normal schools it is difficult to give definite character to a single year's course. The classes are large and represent various degrees of preparation. Oftentimes the chief need is instruction in the elementary branches pursued in the common schools; and all exercises in methods and all general consideration of the teaching office, its bearing upon life and society, the relation between mental processes and results, are omitted or made secondary to the mastery of simple branches of knowledge in which the future teacher must be proficient. Fortunately efforts are being made to free these schools from the conditions which interfere with their special work. This purpose can be furthered by proper entrance examinations and a systematized course of study and training exercises.

The normal schools having more than a year's course include a number of thoroughly organized and efficient institutions maintained by liberal appropriations. Many of this class, however, included in Table III, are affected by the untoward conditions previously noted. Candidates are admitted at too early an age and without adequate or sufficiently uniform preparation, and in the course of instruction too little provision is made for special training in the theory and art of teaching.

The disposition is everywhere manifest to examine into these institutions, to ascertain what changes and regulations are needed for the maintenance of their character as training schools, and to hold them more strictly to their requirements. It is worthy of note that every investigation of normal schools ordered during the decade has resulted in fuller appreciation of their value.

In the general summary of Table III, page xcii, normal schools are classified into those supported by States, by counties, by cities, and by other agencies. The first three classes represent support by public funds; the fourth, support by private enterprise, benefactions, or endowments. For convenience, then, the four classes may be reduced to two. Considering the States by geographical sections the summary of normals under the two classes respectively is as follows:

	First class.	Second class.	Total.
New England States (6)	21	4	25
Middle Atlantic States (6)	25	16	41
South Atlantic States (4)	4	12	16
Gulf States (4)	7	13	20
Southern Central States (6)	17	22	39
Northern Central States (9)	26	40	66
States of the Pacific Slope (3)	2	4	6
Territories (3)	4	3	7

The twelve States in which the Peabody fund has been distributed, viz, Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas, Tennessee, and West Virginia, report a total of 61 normal schools, 21 of the first class and 40 of the second. The total for the remaining States and Territories is 159, of which 85 belong to the first class and 74 to the second; that is, 65 per cent. of all the normals in the twelve States aided by the Peabody fund are supported by other than public agencies and 46 per. cent. of those in the remaining States and Territories. These statements may, however, be misleading unless modified by conditions presented in other parts of the table.

It will be seen from the notes to the general summary of Table III, page xcii, that of the normal schools of the first class in the twelve States just enumerated 2 are partially supported from the proceeds of the national grant of land in aid of colleges of agriculture and the mechanic arts and 6 received no appropriation in 1879–'80.

On a close examination of the work done by these institutions, it appears that some of them adopt the term normal rather as a declaration of their purposes than as an indication of their exclusive devotion to the training of teachers in methods.

The amount of State, city, and county appropriations for 1880 to normal schools and departments in the twelve States specified is, as nearly as can be ascertained, $68,667. This amount includes $10,000 special appropriation for building in Arkansas and omits appropriations to the normal departments of Atlanta University, Atlanta, Ga., and the Arkansas Industrial University, Fayetteville, Ark., which are reported in common with other departments of these universities. An approximate estimate may be made of the ratio between the appropriation and the amount which would suffice to provide normal training for the entire body of teachers. Allowing sixty pupils to each teacher, the school population of the twelve States under consideration would employ upwards of 65,000 teachers, and if 70 per cent. of this number should continue from year to year in their places 30 per cent., or about 20,000 new teachers, must be provided annually. In the article previously mentioned, Mr. White stated that the annual expense of a normal school which sends out 250 pupils (not necessarily graduates) is from $15,000 to $20,000. The estimate was carefully made and gives a fair basis for our present calculation. It will be seen that 80 such schools would meet the demand for 20,000 teachers annually, at an expense of about one and a quarter million of dollars. No State has yet made provision on so liberal a scale for the training of its teachers; and the appropriation for this department of public school work in the South falls far below the sums appropriated in other sections, as will be seen by a detailed examination of the table. It is estimated that not more than 4 per cent. of the new teachers annually appointed throughout the country have had normal training. In Massachusetts, where the proportion is comparatively large, more than one-fourth of the teachers employed have attended normal schools and above one-fifth are graduates. These considerations lead to certain obvious conclusions. Graduates of normal schools represent but a small proportion of public school teachers, and should be employed where they can most effectually direct and stimulate teachers who have had inferior opportunities for preparation. The ordinary law of supply and demand must be depended on to furnish the majority of teachers. Some system of graded normal schools must be adopted or the greater number of the schools will be left to inexperienced or altogether untrained teachers.

Normal institutes and summer normal schools offer a ready means for accomplishing this gradation. It is only necessary that they should be organized and conducted upon some rational plan, and that their support should be included as a constant item in estimates of expenses.

Teachers' or normal institutes are already authorized by law and provision made for defraying their expenses in the following States: Colorado, Illinois, Indiana, Iowa, Kansas, Massachusetts, Michigan, Minnesota, Nebraska, Nevada, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and Wisconsin. In the following States institutes are authorized, but no specific appropriations are made for the purpose: California, Kentucky, Maryland, Oregon, South Carolina, Tennessee, Virginia, and West Virginia.

In the States in which there is no enactment on the subject, institutes are held under the auspices of State and county superintendents or other school officers. The expenses are met by voluntary contributions from teachers and officers. The institutes continue from three to six days, under the direction of able instructors. The day sessions are occupied in giving instruction in the methods of teaching elementary branches and the details of school management; the evening sessions are generally devoted to conferences and lectures. The summer normal schools continue in session from two to six weeks. Teachers are formed into classes. The time is divided between methods of teaching and the branches to be taught.

The course of instruction and training represented by chairs of pedagogics differs somewhat from that to which the term normal is applied, which, as we have seen,

includes drill in methods of teaching. The scope of the former is indicated by the expression "philosophy or science of education," a comprehensive subject which in our country has heretofore been confined within very narrow limits. Such chairs are reported by the Universities of Michigan, Missouri, and Iowa. The presidents of Harvard, Yale, Columbia, and Johns Hopkins have given repeated expression to their views upon the importance of including the subject in the university curriculum and there is reason to hope that it may ere long be introduced in the institutions which they represent. It cannot be doubted that an endowed chair of pedagogy in a university rich in men and resources would be a powerful influence in the educational affairs of a State.

The efforts made from time to time under the auspices of Johns Hopkins and Harvard Universities to afford special instruction to teachers have been noted in my reports. Teachers' classes in early English and in the theory of numbers were maintained at Johns Hopkins during the year. The president and fellows of Harvard University have voted to maintain in the scientific school, for the benefit of male graduates of the State normal schools, scholarships of the annual value of $150 each, not exceeding eight in number at any one time. These scholarships are to be divided among the normal schools as the State board of education may from time to time determine, and the appointments are to be made in the first instance for one year, on the recommendation of the principals of the schools. Reappointments are to be made by the scientific faculty.

The value of this and of every other endeavor to bring scientific knowledge and correct methods of scientific study to the attention of the teachers of our common schools cannot be overestimated. Such knowledge finds its application in all arts and industries and in all measures for the preservation of health and life, and it offers the only means of dissipating the fears and superstitions and correcting the foolish practices arising from ignorance of the phenomena and laws of nature. Whatever may be the comparative merits of different courses of study in a scheme of liberal education, it must be admitted that nothing is more useful in the condition of life for which the majority of our youth are preparing than this "lore of common things."

It is to be feared that those who conduct our normal schools do not fully appreciate the responsibility which rests upon them with reference to this phase of public intelligence. It is in their power to determine the character of our public school instruction, and the interest which is manifested by the liberal appropriations for their work is undoubtedly due in part to the conviction in the public mind that common school instruction should at a certain stage diverge from that which is the accepted basis for prolonged study or for professional training, and should therefore be intrusted to teachers specially prepared for the high service. Graduates of normal schools ought to have that understanding of our history and institutions which will enable them to impart notions of public law and obligation to the future citizens, and that familiarity with our resources, products, and industries which may be acquired in laboratory practice and among the collections of museums of natural history and technology.

It is from a deep conviction of the importance of these institutions that I have endeavored from time to time to call the attention of those in charge of our normal schools to the means of increasing their illustrative material and of keeping constantly informed of new discoveries in science. In 1876 there was prepared under my direction a manual of a limited number of the common native trees of the northern United States, which was intended to give concise descriptions of these species of trees, together with some account of their uses and their range of growth in different parts of the country; to accompany this were prepared sets of dried botanical specimens of the leaves and flowers, together with sections of the wood of each species. These specimens and the accompanying manual the Office proposed to use as loans to those normal schools giving assurance of interest and coöperation. It was hoped through this initiative that the teachers throughout the country would become familiar with the information so greatly needed among the people in regard to the planting, cultivation, and uses of trees, and the protection of our forests.

I have repeatedly urged attention to the explorations, surveys, and similar enterprises conducted by the General Government, and I am of opinion that it would be a wise measure to establish weather stations at all permanent normal schools, and thus put them in direct correspondence with the national meteorological bureau, and to train all normal pupils in the rudiments of theoretical and practical weather science. In pursuance of the ideas here advanced, I have expected that normal schools would derive a great benefit from the pedagogical library and museum of this Office. Here the teacher may learn as nowhere else in the country how far appliances have been devised in aid of the instruction in the several branches, and here, too, obtain some idea of the variety and extent of the literature relating to the subject of his profession.

TABLE IV.—COMMERCIAL AND BUSINESS COLLEGES.

The following is a comparative exhibit of colleges for business training, 1871–1880:

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.
Number of institutions	60	53	112	126	131	137	134	129	144	162
Number of instructors	168	263	514	577	594	599	568	527	535	619
Number of students	6,460	8,451	22,397	25,892	26,109	25,234	23,496	21,048	22,021	27,146

TABLE IV.—*Summary of statistics of commercial and business colleges.*

States.	Number of schools.	Number of instructors.	Number of students.			Number of volumes in libraries.	Increase in the last year.
			Total number of students, excluding duplicate enrolments.	In day school.	In evening school.		
Alabama	2	5	126	126	.....	1,200	75
California	6	38	[a]1,012	811	63	3,750	150
Georgia	2	5	[b]303	262	.....	75	75
Illinois	18	69	[c]3,973	2,927	1,022	10,700	6,004
Indiana	8	33	1,670	1,176	532	300	200
Iowa	11	32	[d]1,705	1,432	377	360	.....
Kansas	2	3	132	103	40	.....	.....
Kentucky	3	11	518	465	53	.....	.....
Louisiana	2	12	371	278	103	1,695	5
Maine	3	3	256	221	35	104	.....
Maryland	2	22	[e]956	.....	.....	.....	.....
Massachusetts	4	22	838	780	58	.....	.....
Michigan	9	26	1,104	853	339	.....	.....
Minnesota	4	15	[f]813	216	125	217	38
Mississippi	1	14	90	90	.....	1,050	.....
Missouri	6	41	1,490	1,274	216	2,480	10
Nebraska	1	1	70	40	35	.....	.....
New Hampshire	4	7	150	115	35	.....	.....
New Jersey	5	28	758	479	279	925	60
New York	18	75	4,305	3,440	1,148	2,965	5
North Carolina	1	1	.....	.....	.....	.....	.....
Ohio	14	49	2,074	1,613	461	[g]14,558	50

[a] Not reported of 138 whether they are in day or evening school.
[b] Not reported of 41 whether they are in day or evening school.
[c] Not reported of 500 whether they are in day or evening school.
[d] Not reported of 76 whether they are in day or evening school.
[e] Not reported whether in day or evening school.
[f] Not reported of 544 whether they are in day or evening school.
[g] Includes the library of St. Xavier College, Cincinnati, which is reported with commercial department.

TABLE IV.—*Summary of statistics of commercial and business colleges*—Continued.

States and Territories.	Number of schools.	Number of instructors.	Number of students.			Number of volumes in libraries.	Increase in the last year.
			Total number of students, excluding duplicate enrolments.	In day school.	In evening school.		
Pennsylvania	13	43	a1,777	991	422	1,183	206
Rhode Island	2	11	467	345	122	155	5
Tennessee	4	4	185	120	65	459	.....
Texas	4	7	175	139	36	.....	.....
Virginia	1	1	45	26	19	541	5
West Virginia	2	6	224	194	30	.....	.....
Wisconsin	8	29	b1,257	699	223	795	41
District of Columbia	1	3	283	160	123	.....	.....
Washington Territory	1	3	19	19	.....	.....	.....
Total	162	619	c27,146	d19,394	d5,961	43,512	6,929

a Not reported of 364 whether they are in day or evening school.
b Not reported of 366 whether they are in day or evening school.
c Not reported of 2,985 whether they are in day or evening school.
d 1,194 students attended both day and evening schools.

TABLE V.—KINDERGÄRTEN.

The following is a comparative summary of Kindergärten, instructors, and pupils reported to the Bureau from 1873 to 1880, inclusive:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.
Number of institutions	42	55	95	130	129	159	195	232
Number of instructors	73	125	216	364	336	376	452	524
Number of pupils	1,252	1,636	2,809	4,090	3,931	4,797	7,554	8,871

TABLE V.—*Summary of statistics of Kindergärten.*

States.	Number of schools.	Number of teachers.	Number of pupils.	States.	Number of schools.	Number of teachers.	Number of pupils.
Alabama	1	1	.....	Missouri	23	a90	a2,640
California	9	15	340	Nebraska	1	1	12
Connecticut	4	6	71	New Hampshire	1	1	16
Delaware	1	1	15	New Jersey	16	37	717
Florida	1	1	20	New York	42	101	1,348
Georgia	1	1	12	North Carolina	3	6	55
Illinois	15	23	538	Ohio	12	28	285
Indiana	5	12	108	Pennsylvania	27	57	622
Iowa	2	8	88	Rhode Island	1	6	64
Kansas	2	3	65	South Carolina	1	1	07
Kentucky	1	2	15	Tennessee	1	1	12
Louisiana	1	1	23	Virginia	2	3	15
Maine	2	2	80	Wisconsin	12	23	452
Maryland	5	9	83	District of Columbia	9	19	254
Massachusetts	20	41	627	Total	232	524	8,871
Michigan	6	10	119				
Minnesota	5	14	108				

a Includes some teachers and pupils in primary schools.

The article on Kindergarten culture by Miss Elizabeth P. Peabody, published in my report for 1870, was one of the earliest contributions to the literature of that subject in the United States. At the time the report was published there was one Kindergarten normal school in the United States, namely, a private institution in Boston in charge of Mrs. Kriege and daughter, both of whom had been under the immediate influence of the Baroness Marenholtz-Bülow. In the same year (1870), an endeavor was made to form a Kindergarten department in the model school connected with the Normal College, New York. The experiment was abandoned after a short trial and was not resumed until 1874. September 26, 1870, a public Kindergarten was opened in a primary school building in Boston under the charge of Mrs. C. B. Thomas, a graduate of Mrs. Kriege's training school. Several private Kindergärten were reported in that year.

The arrival of Miss Marie Boelte in New York, on invitation from Miss Haines, of Gramercy Park, New York, was an important event in the history of Kindergärten in America. She had studied three years with Fröbel's widow and had achieved a high reputation as a teacher of the system in England. She conducted a Kindergarten in Miss Haines's school until 1872, when, in connection with her husband, Prof. John Kraus, an early and ardent supporter of Kindergärten, she established the Normal Training School for Kindergartners, Model Kindergarten, and School Garden.

My report for 1871 contained a second article by Miss Peabody setting forth with more detail than the first the aims and methods of the Kindergarten. The subject was presented to public attention by lectures and essays, and in 1873 Miss Peabody began the Kindergarten Messenger as the regular medium for the discussion of the system. This publication was replaced in 1877 by the New Education, edited by Mr. Hailmann.[1] Mr. E. Steiger has made a specialty of Kindergarten literature to the material advantage of the cause. In 1873 the first tabular presentation of the subject was made in the Bureau report. Forty-two schools, with 73 teachers and 1,252 children, were then reported. The table for the present year includes 232 schools, with 524 teachers and 8,871 pupils.

The schools may be divided into three classes: (1) private schools, (2) departments of public schools, and (3) schools in connection with public charitable institutions. The progress of the last two classes has been so fully noticed in my reports that only a brief outline seems advisable at this time.

The public Kindergarten opened in Boston in 1870 was discontinued at the close of the school year 1879. The first public Kindergarten opened in St. Louis in 1873 was under the gratuitous supervision of Miss Susan E. Blow. Through the intelligent efforts of this lady, supported by Hon. W. T. Harris, the work has been extended and perfected beyond all expectation. The number of pupils reported as receiving Kindergarten instruction only during the current year is 3,759; the number receiving primary and Kindergarten, 4,069; or a total of 7,828.

The Kindergarten opened in connection with the training department of the Normal College in New York in 1874 continues in successful operation.

Kindergärten are also reported in connection with the following State or municipal institutions: Institution for the Deaf and Dumb, Berkeley, Cal.; Boston Orphan Asylum, Boston, Mass.; New York Foundling Asylum, New York; Western New York Institution for Deaf-Mutes, Rochester, N. Y.; Institution for the Blind, Columbus, Ohio; Institution for the Deaf and Dumb, Columbus, Ohio; Home for the Friendless, Columbus, Ohio; Orphans' Home, Columbus, Ohio; Cincinnati Orphan Asylum, Cincinnati, Ohio; Home for Friendless Children, Lancaster, Pa.; Pennsylvania Training School for Feeble-Minded Children, Media, Pa.; Charleston Orphan House, Charleston, S. C.

Free Kindergärten supported by private individuals, by churches, and benevolent associations are rapidly multiplying. It is difficult to give a summarized statement either of the number of such schools, the number of pupils instructed in them, or the influence they are exercising upon the moral well being of society. The names of in-

[1] Still edited by Mr. Hailmann and published by C. W. Bardeen, Syracuse, N. Y.

dividuals who have made large contribution either of means or of personal service to this cause will come readily to mind. There are many Kindergärten sustained by individual churches in various cities and towns and in a few cities societies have been formed without regard to denominational lines for the express purpose of maintaining Kindergärten for the children of the poorest and lowest classes; such are the society known as the United Relief Works of the Society for Ethical Culture, New York, and the Public Kindergarten Society of San Francisco[1] and Mrs. Cooper's Bible class, in the same city.

So far as information received at the Office has made it possible, these schools are all reported in Table V, appendix.

The efforts to introduce Fröbel's system in our country have not resulted simply in the establishment of a certain number of Kindergärten. Principles which Fröbel emphasized and which had been practically ignored in conventional systems of instruction have been revived and promise to work a transformation in elementary schools. The increased use of illustrative material and of graphic representations in the lower grades is in accordance with the truth inculcated by Fröbel, that thought is excited by an object of thought—a truth patent to every mind, but entirely overlooked in the processes of memorizing and rote recitation which were so long the bane of many of our primary schools. The schemes of study and the practical suggestions prepared for teachers give evidence of a growing disposition to regard the moral nature as the proper object of rational and systematic methods of training equally with the intellectual faculties, an opinion which has, at least, been brought into prominence through the discussion of Fröbel's ideas. The natural relation between the activities and the development of the child was long overlooked in the conduct of primary schools. Even here a change is perceptible; the appalling stillness, the automaton stiffness, which were imposed upon children to their injury, are giving place to orderly movements and to exercises which impart strength and suppleness to the muscles or promote artistic skill.

The opinion seems to be gaining ground in the United States that the instruction in form, color, and design and the manual training which are provided for in the Kindergarten afford a simple and practical foundation for industrial education.

[1] The Silver Street Kindergarten, which is in charge of Miss Kate Smith (a graduate of the training class conducted by Miss Marwedel in Los Angeles), is supported by the society at San Francisco. The history of this school illustrates the good results which seem everywhere to have attended these benevolent enterprises. The children who were gathered into it were street arabs of the wildest type, but under its influence they became orderly and teachable. Miss Smith has been unremitting in her efforts to win the mothers of the children to a sympathetic interest in her work. She has endeavored to make herself their friend, confidant, and adviser, and working little by little upon their better natures has in time effected a great improvement in their habits and ideas.

General statistical summary of pupils receiving secondary instruction.

States and Territories.	In city high schools (Table II).[a]	In normal schools (Table III).[b]	In institutions for secondary instruction (Table VI).	In preparatory schools (Table VII).	In preparatory departments of—			Total.
					Institutions for superior instruction of women (Table VIII).	Universities and colleges (Table IX).	Schools of science (Table X).	
Alabama	.....	652	1,041	.....	163	32	79	1,967
Arkansas	.....	71	673	.....	.....	528	.....	1,272
California	1,592	109	3,662	528	46	1,205	34	7,176
Colorado	.....	.....	170	.....	.....	239	.....	409
Connecticut	454	.....	2,027	849	20	.....	.....	3,350
Delaware	.....	.....	487	.....	37	.....	.....	524
Florida	.....	88	1,081	.....	.....	.....	.....	1,169
Georgia	.....	150	8,075	160	505	224	944	10,058
Illinois	1,589	1,006	4,690	485	221	2,616	131	10,738
Indiana	908	.....	2,661	25	36	1,376	117	5,123
Iowa	816	234	4,895	54	240	1,670	45	7,454
Kansas	.....	122	295	.....	98	772	.....	1,287
Kentucky	887	89	3,603	.....	627	692	.....	5,898
Louisiana	267	170	464	.....	157	585	.....	1,643
Maine	685	20	1,917	802	.....	70	.....	3,494
Maryland	.....	140	2,261	263	55	254	.....	2,973
Massachusetts	5,040	.....	2,584	2,782	42	110	.....	10,558
Michigan	1,894	391	1,003	97	.....	950	.....	4,335
Minnesota	.....	349	2,041	.....	25	288	.....	2,703
Mississippi	.....	166	2,382	.....	378	683	.....	3,609
Missouri	960	66	2,636	379	689	694	232	5,656
Nebraska	.....	84	185	.....	.....	548	1	818
Nevada	.....	.....	.....	.....	15	48	.....	63
New Hampshire	285	.....	1,741	699	164	.....	.....	2,889
New Jersey	958	328	3,723	447	22	.....	.....	5,478
New York	2,855	2,401	19,765	2,213	817	3,054	.....	31,105
North Carolina	.....	159	2,657	.....	177	328	.....	3,321
Ohio	4,466	486	3,450	679	230	3,073	93	12,477
Oregon	129	.....	1,469	.....	35	554	.....	2,187
Pennsylvania	1,288	1,796	6,346	1,063	268	1,906	80	12,747
Rhode Island	143	.....	362	647	.....	.....	.....	1,152
South Carolina	.....	669	1,614	150	163	408	.....	3,004
Tennessee	261	669	5,852	146	383	1,264	.....	8,575
Texas	.....	289	2,746	.....	207	567	.....	3,809
Vermont	.....	33	2,413	198	94	.....	.....	2,738
Virginia	382	350	1,950	211	256	38	43	3,230
West Virginia	.....	131	921	.....	54	133	.....	1,239
Wisconsin	571	835	1,985	362	154	647	.....	4,554
District of Columbia	179	6	1,385	.....	.....	340	.....	1,910
Indian Territory	.....	.....	237	.....	.....	.....	.....	237
New Mexico	.....	.....	915	.....	.....	.....	.....	915
Utah	.....	.....	2,282	.....	.....	159	.....	2,441
Washington Territory	.....	.....	108	.....	.....	83	.....	191
Wyoming	.....	.....	23	.....	.....	.....	.....	23
Total	26,609	12,059	110,277	13,239	6,378	26,138	1,799	196,499

[a] In ninety-six cities. [b] Strictly normal students not included.

Secondary instruction is an expression of somewhat vague meaning in the United States, comprehending all instruction in other than elementary schools and that given in the collegiate departments of universities, colleges, and professional schools. The several classes of institutions to which the term applies are tabulated as follows in the report: city high schools, Table II; normal schools having an academic course, Table III; institutions for secondary instruction, Table VI; preparatory schools, Table VII; preparatory departments of institutions for superior instruction, Tables VIII, IX, and X.

The difficulties in the way of obtaining satisfactory information with reference to this grade of instruction are very great. With the exception of public high and normal schools and the preparatory departments of State universities and of colleges endowed by the national land grant, the schools are not under State supervision and do not uniformly report to any public officer. Some do not even print circulars or catalogues. Under these circumstances the Office is obliged to resort to special correspondence as the means of obtaining the desired information. The work of collecting the statistics was begun in 1871; in 1873, an endeavor was made to tabulate the information under separate heads corresponding with the two distinct relations which these schools sustain to education, namely, as finishing schools of their grade and as schools preparatory to a higher grade. The amount of information has increased from year to year, and the Office has been rewarded for its effort in this direction by assurances that it has materially assisted in exposing the defects of secondary instruction in our country and in promoting efforts for the improvement of the work and the increase of endowments. The endeavor to distinguish between the finishing and the preparatory work of the schools has done little more than indicate that the two are inseparable; thus Table VI includes schools which are fitting a large number of their pupils for college and Table VII some which are fitting a small proportion.

In this connection it should be remembered that the Office has no authority and seeks to have none either to fix or to change grades, but aims to report institutions precisely as they are, relying upon the fidelity of their own statements; it is believed that an intelligent examination of the details of the expanded tables in the appendix will, as a rule, enable the student to form a correct estimate of the character of each institution. From the statistical summary of pupils receiving secondary instruction in the several classes of institutions it appears that the majority of all such pupils are reported in schools classified in Table VI. In twenty-five States they number more than half the total of scholars in the secondary grade The statistics for high schools are not sufficiently complete to justify final generalizations. It is noticeable that they report a large proportion of all the pupils under secondary instruction in Ohio and Michigan and nearly half the whole number in Massachusetts. The statistics in this table are made up from returns to special inquiries sent out from the Office. They should be studied in connection with the statements under the head of Secondary Instruction in the abstracts of State reports. So far it has been found impracticable to include in the table of cities those containing a population of less than 7,500 inhabitants.

TABLE VI.—SECONDARY INSTRUCTION.

The following is a comparative summary of the number of institutions for secondary instruction (exclusive of high schools, preparatory schools, and departments of normal schools and of institutions for superior instruction) making returns from 1871 to 1880, inclusive:

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.
No. of institutions..	638	811	944	1,031	1,143	1,229	1,226	1,227	1,236	1,264
No. of instructors..	3,171	4,501	5,058	5,466	6,081	5,999	5,963	5,747	5,961	6,009
No. of students	80,227	98,929	118,570	98,179	108,235	106,647	98,371	100,374	108,734	110,277

TABLE VI.—*Summary of statistics of*

States and Territories.	Number of schools.	Instructors.		Number of students.					
		Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.
Alabama	13	a26	21	a1,041	474	425	727	233	66
Arkansas	9	a12	11	a673	249	309	448	71	22
California	26	82	115	3,662	1,713	1,949	2,404	369	632
Colorado	4	3	9	170	22	148	115	25	38
Connecticut	41	60	111	2,027	794	1,233	1,083	384	398
Delaware	9	27	12	487	308	179	303	195	60
Florida	8	12	22	1,081	400	681	927	83	53
Georgia	116	a165	105	a8,075	3,918	3,466	4,924	1,067	374
Illinois	34	a83	208	a4,690	1,416	3,171	b2,134	318	681
Indiana	18	18	37	a2,661	755	1,443	823	127	21
Iowa	42	68	77	a4,395	2,002	2,010	2,537	381	324
Kansas	3	4	18	a295	6	74	15	65	6
Kentucky	49	a91	149	a3,603	1,302	2,141	2,225	569	375
Louisiana	11	a15	20	a464	136	228	238	4	62
Maine	22	37	41	a1,917	1,052	760	851	198	135
Maryland	34	95	57	2,261	1,289	972	1,590	348	771
Massachusetts	47	80	135	2,584	1,033	1,551	1,624	525	884
Michigan	8	22	37	1,003	366	637	604	116	122
Minnesota	17	a45	42	a2,041	1,025	888	1,309	172	233
Mississippi	26	29	54	2,382	1,118	1,264	1,681	322	112
Missouri	24	a63	69	2,636	1,329	1,307	1,712	461	254
Nebraska	3	8	5	a185	49	41	74	16	.....
New Hampshire	27	40	41	1,741	949	792	1,091	405	173
New Jersey	50	120	124	a3,723	1,969	1,649	2,060	617	1,457
New York	194	527	671	a19,765	9,847	8,848	13,036	3,387	4,003
North Carolina	33	53	49	a2,657	1,474	1,108	1,858	566	202
Ohio	45	a84	133	a3,450	1,333	1,889	1,512	365	181
Oregon	14	21	47	a1,469	444	823	690	161	82
Pennsylvania	88	226	337	6,346	3,553	2,703	3,873	965	1,207
Rhode Island	6	12	33	302	136	226	260	111	150
South Carolina	10	21	22	a1,614	629	523	1,156	111	40
Tennessee	63	100	119	a5,852	2,809	2,772	3,991	684	323
Texas	24	a66	49	a2,746	1,336	1,209	1,418	206	681
Vermont	31	a61	88	a2,413	930	1,212	2,014	538	444
Virginia	30	52	71	1,950	928	1,022	1,388	354	261
West Virginia	9	4	25	a921	186	645	311	53	12
Wisconsin	22	a81	82	1,985	838	1,147	1,144	379	814
District of Columbia	26	50	59	a1,385	460	718	933	166	186
Indian Territory	3	3	7	237	89	148	160	28	.....
New Mexico	7	27	7	915	502	413	644	16	130
Utah	15	15	68	a2,282	983	1,126	1,306	90	122
Washington Territory	2	3	11	108	18	90	105	27	2
Wyoming	1	.....	.....	a23	.....	.....	.....	.....	.....
Total	1,264	2,611	3,398	a110,277	50,169	54,030	67,300	15,273	16,018

a Sex not reported in all cases.

institutions for secondary instruction.

Number of students.				Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Libraries.		Property, income, &c.			
Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.				Number of volumes.	Increase of volumes in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
31	1	25	6	6	9	9	6,150	635	$99,000	.....	.....	$10,757
14	.....	26	6	1	2	5	40	20	23,000	$4,000	$600	4,000
486	403	31	27	20	16	18	10,970	710	521,200	15,000	1,050	99,075
13	.....	.....	.....	2	2	2	400	16	120,000	.....	.....	2,070
122	25	24	6	26	21	30	11,606	410	512,700	257,500	3,240	57,686
72	27	9	.....	8	7	8	1,800	180	88,700	7,000	400	16,700
40	11	4	3	5	5	3	2,120	88	64,000	83,400	4,400	3,500
477	196	85	23	25	39	50	6,400	195	292,525	75,000	4,760	58,039
44	26	23	13	17	19	19	11,992	842	942,585	32,000	5,177	124,222
99	107	30	12	7	7	5	3,220	65	147,500	41,400	4,106	14,235
278	234	115	36	21	25	21	7,956	651	318,150	46,876	1,640	33,212
.....	.....	.....	.....	2	2	2	550	110	32,000	.....	.....	11,500
249	150	54	12	20	32	38	10,450	630	364,250	12,600	1,996	75,407
8	10	42	.....	3	6	5	2,057	40	15,500	.....	.....	2,186
109	41	23	11	10	8	15	7,903	206	222,000	85,642	5,561	20,157
113	83	58	7	21	19	20	26,865	566	1,218,520	709,000	42,340	26,610
132	27	27	2	34	31	23	30,451	288	886,500	758,702	47,499	55,578
39	18	40	.....	5	7	5	5,649	385	143,000	28,000	2,263	24,846
77	81	48	16	8	12	13	4,247	219	262,750	20,940	1,865	17,137
244	211	26	6	8	13	14	7,255	536	144,000	30,000	2,500	23,261
94	109	6	3	12	19	19	14,148	1,673	238,500	32,000	5,295	71,745
16	.....	.....	.....	2	3	3	600	600	21,500	13,973	.....	1,500
120	14	15	19	11	12	12	11,210	341	188,700	146,027	19,608	15,183
265	103	63	21	32	32	30	17,933	1,256	688,459	57,500	3,615	98,267
1,228	492	290	97	136	120	121	126,095	13,525	3,433,311	426,681	21,915	470,962
328	100	55	14	12	16	17	10,375	741	178,550	3,600	1,550	34,710
139	93	61	20	17	27	27	21,230	1,038	419,200	108,250	6,774	23,010
67	86	14	7	5	10	9	5,450	95	120,000	18,870	1,770	16,458
299	38	74	14	68	54	56	53,761	1,525	4,644,900	6,049,000	728,048	115,421
41	10	7	1	3	3	4	8,858	1,069	410,000	100,000	12,000	21,000
37	8	23	1	4	4	4	2,480	510	79,900	.....	.....	5,448
254	175	110	14	18	38	41	7,635	295	249,750	27,000	1,700	44,130
131	117	61	3	12	12	12	5,940	215	122,050	10,000	500	29,357
207	65	56	22	19	20	25	13,223	288	383,825	96,700	5,333	26,145
85	26	36	6	13	14	14	13,275	650	238,200	4,000	4,540	28,134
20	.....	.....	.....	4	6	6	3,600	.....	51,500	10,000	500	1,650
27	23	53	5	12	12	11	13,232	361	349,300	28,000	600	29,765
63	4	5	.....	16	16	15	6,020	56	86,100	.....	.....	11,986
.....	.....	3	.....	1	2	1	600	.....	30,000	.....	18,223	.....
26	40	100	4	2	3	4	3,030	130	51,000	.....	.....	10,450
41	105	4	25	7	12	8	2,466	371	102,425	96,927	5,040	22,030
3	.....	.....	.....	2	2	2	1,200	740	10,700	.....	.....	5,160
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000
6,138	3,259	1,736	462	657	719	746	501,132	32,271	18,515,750	9,435,588	966,498	1,765,689

[b] 150 of these are in both English and classical courses.

The number of institutions for secondary instruction included in Table VI is 1,264. These include endowed academies, institutions under the patronage of religious denominations (managed generally by boards of trustees), and private schools whose conduct and studies are at the discretion of the principals and whose income is usually wholly derived from tuition fees. Productive funds of $10,000 and upwards are reported from 93 institutions. The totals of productive funds and of volumes in libraries for the various sections of the country are as follows:

	Productive funds.	Volumes in libraries.
Middle Atlantic States	$7,253,181	239,729
New England States	1,444,571	83,341
Northern Central States	319,439	68,526
Southern Atlantic and Gulf States	202,000	42,777
Southern Central States	85,600	36,423
Pacific States	33,870	16,420

Receipts from tuition fees represent the chief support of schools in Table VI, and it is worthy of note that the total from this source for 1880, viz, $1,765,689, is nearly as great as the amount reported for universities and colleges, Table IX, viz, $1,881,360.

The institutions differ as widely in curriculum as they do in endowments, income, and appliances, some being engaged largely in primary work, while others embrace collegiate studies in their course.

The number of teachers reported in the schools of Table VI in 1880 was 6,009, of whom 3,398, or more than one-half, were women. A like proportion is noticeable in Tables I and II so far as the sex of teachers is specified; whence it appears that the education of American youth in the elementary and secondary stages, both in public and private schools, is mainly imparted by women. In this respect the United States differs from every other nation, and the question naturally arises, and has already been discussed by some of the most thoughtful educators, whether the continuance of this excess of female teachers will not involve the sacrifice of some of the conditions essential to the development of strong, self reliant characters and that early knowledge of affairs which is especially important in the case of boys.

The number of students reported in the schools of Table VI was 110,277, of whom 50,169 were males and 54,030 females, the sex of 6,078 not being given. Coeducation, it will be seen, is a characteristic of this class of schools.

The proportion of students in the modern languages increases a little from year to year, which probably is due to the increase of students fitting for the higher scientific courses and for active business pursuits. About one-tenth of the pupils are nominally preparing for college, but judging from the record of previous years a much smaller proportion will enter college.

It would appear from this collection of data that these secondary schools complete the education of upwards of 90 per cent. of their scholars. Whether then the relation of secondary schools to the whole scheme of education or the amount of money expended on them be considered, it seems evident that there should be some means of arriving at a better understanding of what they actually contribute to public intelligence.

It would be neither possible nor desirable to bring them all to one uniform standard; but it is proper to look to them for the development of a scheme of instruction which shall accomplish the best results for those going thence to the active duties of life. In the early years of instruction the perception of principles is feeble and the range of attainments limited. It is the province of secondary schools to form intellectual tastes, to excite vigorous mental action, and to awaken intelligent interest in

all subjects of knowledge. It must be acknowledged that this is the weakest part of our system of education and that which in the nature of things it is most difficult to improve. Parents are too often indifferent to the evils; incompetent teachers are opposed to all restrictions, and the able teachers engaged in the secondary schools are too much burdened with their immediate responsibilities and too widely scattered to coöperate readily in any plan for the protection and elevation of their work. Our people are beginning to realize the folly of exposing professional training to the uncertainties of individual caprice and pretension, and we can but hope that something of the same jealous care which is now exercised with reference to the schools of law and medicine may be extended to the secondary schools.

Guarantees of excellence can with propriety be required from all chartered institutions. If this were done and the incorporated schools in each State held to definite standards, those of merely private character would, as a consequence, cease to exist or would conform to the same requirements.

The Harvard examination for women, instituted in 1873, was an important measure directed to the improvement of secondary education for girls. It has been limited, however, in its effects, and has not been followed by similar action on the part of other institutions.

TABLE VII.—PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table VII of the appendix. The following is a comparative statement of the statistics of these schools as reported to the Bureau from 1873 to 1880, inclusive:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.
Number of institutions	86	91	102	105	114	114	123	125
Number of instructors	690	697	746	736	796	818	818	860
Number of students	12,487	11,414	12,954	12,369	12,510	12,538	13,561	13,239

TABLE VII.—*Summary of statistics of preparatory schools.*

States.	Number of schools.	Number of instructors.	Number of students.				
			Preparing for classical course in college.	Preparing for scientific course in college.	Other students.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
California	6	43	a295	51	182	33	24
Colorado	1	.....	.....	.....	.....	.....	.....
Connecticut	5	44	234	44	571	31	13
Georgia	2	6	7	3	150	86	3
Illinois	6	39	a253	79	153	12	20
Indiana	1	4	15	10	.....	.....	.....
Iowa	2	9	2	.....	52	2	.....
Maine	6	20	a584	.....	218	25	2
Maryland	3	15	16	10	237	7	3
Massachusetts	23	167	a1,408	174	1,200	192	39
Michigan	1	6	5	13	79	7	.....
Missouri	1	18	35	40	304	10	6
New Hampshire	6	39	443	53	203	74	8
New Jersey	5	38	a148	41	258	18	8
New York	22	169	a944	257	1,012	113	34
Ohio	5	60	276	41	362	59	8

a Includes preparatory-scientific and other students.

TABLE VII.—*Summary of statistics of preparatory schools*—Continued.

States.	Number of schools.	Number of instructors.	Number of students.				
			Preparing for classical course in college.	Preparing for scientific course in college.	Other students.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
Pennsylvania	11	66	a573	60	430	34	21
Rhode Island	4	41	a360	21	257	20	4
South Carolina	1	4	20	.....	130	1	1
Tennessee	2	9	a146	.....	.....	20	28
Vermont	2	7	16	12	170	3	.....
Virginia	5	18	a177	14	20	37	3
Wisconsin	5	38	128	69	165	6	2
Total	125	360	a6,094	992	6,153	790	227

a Includes preparatory-scientific and other students.

TABLE VII.—*Summary of statistics of preparatory schools*—Continued.

States.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
California	5,850	150	$227,000	.....	.....	$15,880
Colorado	.....	.....	.....	.....	.....	.....
Connecticut	6,300	200	325,000	$34,000	$400	5,950
Georgia	100	.....	55,000	50,000	3,500	3,000
Illinois	5,650	50	56,500	.....	16,287	15,795
Indiana	.....	.....	.....	.....	.....	.....
Iowa	2,400	.....	80,000	4,250	750	1,130
Maine	1,450	.....	61,000	38,333	2,026	3,286
Maryland	2,000	100	25,000	.....	.....	13,300
Massachusetts	49,800	1,050	1,251,257	617,547	29,143	103,537
Michigan	500	150	50,000	.....	.....	.....
Missouri	.....	.....	65,000	.....	.....	25,000
New Hampshire	8,581	308	345,000	345,588	19,651	10,719
New Jersey	3,100	600	216,000	20,000	1,200	5,200
New York	15,350	1,214	1,246,904	65,000	8,033	41,619
Ohio	25,800	140	225,000	.....	.....	17,500
Pennsylvania	4,825	295	324,800	60,000	3,600	42,700
Rhode Island	1,650	50	217,000	100,000	6,000	21,518
South Carolina	50	.....	5,000	.....	.....	250
Tennessee	511	300	5,500	.....	.....	2,000
Vermont	800	.....	20,000	.....	.....	1,675
Virginia	7,400	415	23,000	.....	.....	1,000
Wisconsin	4,400	125	192,200	10,000	.....	5,100
Total	146,517	5,147	5,016,161	1,344,718	90,590	336,159

The institutions embraced in Table VII are of a more uniform grade than those in Table VI, and have in general more definite aims and courses of study and more exact standards. The 125 schools reported are distributed as follows: in the six New England States, 46; in the six Middle Atlantic States, 46; in the four South Atlantic States, 3; in the four Gulf States, none; in the six Southern Central States, 3; in the nine Northern Central States, 21; and in the three States of the Pacific coast, 6. Eight of the schools reported from the New England States are public high or Latin schools, and of the remainder the greater number are endowed schools, having ample teaching force, libraries, laboratories, &c. It will be observed that 44 per cent. of the property value, 84 per cent. of the productive funds, and 63 per cent. of the income from productive funds represented in the table are from the six New England States. New York and Pennsylvania make up the larger proportion of the remaining property value and productive funds. There is reason to believe that if the figures should be made complete for the country nearly the same ratios would obtain.

From an examination of the statistical summary of students in classical and scientific preparatory courses it appears that they are distributed as follows in the various sections:

	New England States.	Middle Atlantic States.	Southern Atlantic States.	Gulf States.	Southern Central States.	Northern Central States.	States of the Pacific Slope.
Secondary schools	913	2,831	1,197	753	1,065	1,314	1,042
Preparatory schools	3,358	2,240	30	.....	221	891	346
Preparatory departments of universities and colleges.	60	2,625	1,271	1,066	1,870	6,108	563

This shows that in the New England States more than three-fourths of the students reported as preparing for college are in schools classed in Table VII. In the Middle Atlantic States they are nearly equally divided between the three classes of institutions; in the Southern Atlantic, Gulf, and Southern Central States more than half the whole number of such students are in the preparatory departments of universities and colleges; while in the Northern Central States nearly three-fourths are thrown upon the institutions for superior instruction. It will be found that where the preparatory grade of instruction has been committed to schools specially devoted to the work it has been most thoroughly systematized, shows a better coördination of studies and closer coöperation with the aims of advanced institutions. Preparatory work, when performed by the college professors and paid for out of college revenues, becomes a heavy burden upon the college itself. The foregoing analysis of these tables points clearly to the greater need of endowments for secondary instruction, especially in the West and South.

CONNECTION OF HIGH SCHOOLS WITH STATE UNIVERSITIES.

In 1871 the experiment was instituted of admitting to the University of Michigan the graduates of the State high schools without other examination than an inspection and approval by the faculty of the course and methods of instruction in these schools. The immediate object of this measure was to bring the various departments of public education into complete harmony with each other in order to prevent waste by the duplication of instruction in different grades or by breaks between the grades. Since the adoption of the policy in Michigan it has been generally extended in the North western States.

The extension of university privileges to women has resulted in the establishment of a number of excellent preparatories for girls. Of these the Girls' Latin School, Boston, Mass., should be particularly mentioned. It is a public school organized in

1879 for the purpose of affording girls the opportunity of thorough and complete preparation for college, the course of study and the examinations being identical with those of the Latin School for Boys.

The following courses of study, republished from the catalogues of four of the oldest preparatories, show the kind and degree of preparation which meet the requirements of the leading colleges in our country:

PHILLIPS ACADEMY, ANDOVER, MASS., CLASSICAL DEPARTMENT.

Preparatory year.— First term (16 hours a week): Latin grammar (Allen and Greenough); Latin lessons (Jones); arithmetic (Eaton); English grammar. Second term (16 hours a week): Latin grammar and lessons; exercises in writing Latin; arithmetic; English analysis. Third term (16 hours a week): Cæsar, Gallic War, Books II, III; exercises in writing Latin; arithmetic completed; algebra begun; English composition.

Junior year.— First term (16 hours a week): Cæsar, Gallic War, Books I, IV; Latin composition (Jones); Latin at sight; Greek grammar (Hadley); Greek lessons (Coy's Mayor); algebra, through simple equations; Roman history, ancient geography, twice a week. Second term (16 hours a week): Cæsar, Gallic War, Books V, VI, VII; Latin composition, to exercise XXI; Greek grammar and lessons; algebra, to quadratics; Roman history, ancient geography, twice a week. Third term (16 hours a week): Cicero, in Catilinam, I, II, III; Anabasis (Goodwin's Reader), Book I, cap. 1–8; Greek at sight; algebra completed; Roman history completed, twice a week.

Middle year.— First term (16 hours a week): Cicero, four orations, Latin at sight; Anabasis, Book II; Greek at sight; Goodwin's Greek Moods and Tenses; French grammar (Otto); Latin composition; Greek composition; Greek history; English authors, once a week. Second term (17 hours a week): Virgil, Æneid, Books I, II; prosody; Goodwin's Greek Reader, to page 91; French prose authors; Greek history, Greek composition, once a week. Third term (16 hours a week): Virgil, Æneid, Books III, IV; Eclogues; Greek reader, to page 112; reviews at sight; French, prose authors; higher algebra; physics (Arnott), parts I and II; Greek history, Greek composition, once a week.

Senior year.— First term (17 hours a week): Virgil, Æneid, Books V–X; Div. I, Herodotus, Farrar's Greek Syntax; Div. II, Xenophon, Greek etymology reviewed; geometry; Greek composition, Latin composition, once a week. Second term (16 hours a week): Div. I, Virgil, Georgics; Sallust, Catiline; Div. II, Cicero, De Senectute, Epistolæ, at sight; Homer, Iliad (Div. I, five books; Div. II, three books); algebra, review begun; Greek composition, Latin composition, once a week. Third term (16 hours a week): Cicero, completed; Greek reader, completed; algebra, review completed; Latin and Greek reviewed; arithmetic and geometry reviewed.

Elocution and art of composition.— One recitation a week in each class is devoted either to elocution, English composition, or written translations

PHILLIPS EXETER ACADEMY, EXETER, N. H., CLASSICAL COURSE.

Preparatory class.— First term: Latin, Allen and Greenough's grammar, Leighton's Latin Lessons, Pennell's Latin Subjunctive; mathematics, Wentworth and Hill's arithmetic; history, Barnes's United States Second term: Latin, grammar and lessons, Cæsar's Gallic War (Books II, III), exercises in writing Latin, Bennett's First Latin Writer; mathematics, arithmetic finished; history finished. Third term: Latin, Cæsar's Gallic War (Books I, IV, V, VI), Bennett's First Latin Writer to page 116; mathematics, Hill's Geometry for Beginners; English, Lamb's Tales from Shakespeare.

Junior class.— First term: Latin, Cæsar's Gallic War (Book VII), Civil War (Book I), reading at sight and writing Latin through the course; Greek, Goodwin's grammar, White's lessons; mathematics, Wentworth's Elements of Algebra; ancient history, Pennell's Greece; ancient geography. Second term: Latin, Virgil (Æneid, Book I); Greek, grammar and lessons continued; mathematics, algebra continued; ancient history, Pennell's Greece, finished; ancient geography. Third term: Latin, Virgil (Æneid, Book II), Bennett's First Latin Writer finished; Greek, Anabasis (Book I), exercises in writing Greek begun and continued through the course; mathematics, algebra finished; ancient history, Pennell's Greece; English, Goldsmith.

Middle class.— First term: Latin, Virgil (Æneid, Books III and IV), Eclogues; Greek, Anabasis (Books II, III and IV), Greek Testament; mathematics, Wentworth's Plane Geometry (Books I, II, III, and IV), Wentworth's Geometrical Exercises; physics, Arnott's; English, Shakspeare. Second term: Latin, sight reading, Virgil (Æneid, Books V and VI); Greek, extracts from Hellenica, Greek Testament; mathematics, plane geometry finished, geometrical exercises; physics, Arnott's, to page 165; history reviewed; English, Goldsmith. Third term: Latin, Cæsar and Virgil reviewed; Greek, Xenophon at sight; mathematics, arithmetic, algebra, and geometry reviewed; physics reviewed; history reviewed; English, Scott.

Senior class.—First term: Latin, Cicero (orations against Catiline, oration for the poet Archias), Virgil (Æneid, VII, VIII); Greek, Herodotus (Book VII); mathematics, Wentworth's Solid Geometry; French, Otto's Grammar, Brette's French Principia (Part II); German, progressive German course, MacMillan's (Parts I, II), German Principia (Part II), Eugene Fasnacht (Parts I, II); physics, Arnott's. Second term: Latin, Ovid, Virgil, Æneid (IX, X, XI, XII); Greek, Homer (Books I, II, III); mathematics, Wheeler's Plane Trigonometry, Pierce's Logarithms; French, reading, Le Français; German, prose selections; chemistry, Nichols's Abridgment of Eliot and Storer; physics, Arnott's, to part IV, section III; English, themes. Third term: Latin reviewed; Greek, Herodotus and Homer at sight; mathematics, Halstead's Mensuration; French, prose selections; German, prose selections; chemistry finished; physics reviewed; English, themes.

NOTE.—The branches above indicated for the first three years are required of all. In the senior year, some choice of electives will be allowed. The Odes of Horace and two books of Livy may be read by those who are able to do work in addition to what is included in the course of study for the senior year.

COLUMBIA GRAMMAR SCHOOL, NEW YORK, CLASSICAL DEPARTMENT.

The object is the preparation of pupils for any college. The period assigned for such preparation is five years, over which (after a year spent in the preparatory department) the studies are thus distributed:

Second classical form.—Latin grammar; translation of easy sentences from Latin into English and vice versa; English grammar; history; geography; spelling and defining; reading; arithmetic, mental and written; writing; dictation; English composition; declamation.

Third classical form.—Latin grammar; Latin prose composition; Cæsar's commentaries, to the end of the third book; Greek grammar; Jacob's Greek Reader (Anthon's edition); arithmetic; algebra; English grammar; geography; history; spelling and defining; writing; English composition; declamation; reading; dictation.

Fourth classical form.—Cæsar, to the end of the seventh book; Virgil's Æneid, to the end of the fourth book; Latin grammar; Latin prose composition; Latin prosody; Greek reader; Xenophon's Anabasis, to the end of first book, or the first book of Homer's Iliad; Greek grammar; arithmetic; algebra; geometry, to the end of third book of Davies' Legendre; ancient history; ancient geography; writing; spelling; English composition; declamation.

Fifth classical form.—Six orations of Cicero; Virgil's Æneid, to the end of the sixth book; Horace; Latin prosody; Latin prose composition; Greek grammar; Xenophon's Anabasis, to the end of the fourth book; Homer's Iliad, to the end of the third book; Greek prosody; Greek prose composition; the general laws of language; ancient geography; modern geography; antiquities; geometry, to the end of the fifth book of Davies' Legendre; algebra; arithmetic; rhetoric; ancient history; English composition; English declamation composed by the pupils; declamations in Greek and Latin; writing.

LATIN SCHOOLS, BOSTON, MASS.

Sixth class.—Latin: (1) Regular forms; Latin into English, with some unprepared translation; (2) writing Latin from dictation; (3) vocabulary; English into Latin, oral and written exercises. English: (1) Reading aloud from (*a*) Hawthorne's Wonder Book and True Stories; (*b*) either Tom Brown's School Days at Rugby or Charles and Mary Lamb's Tales from Shakespeare; and (*c*) history of United States; (2) reading aloud, and recitation of, some of Whittier's and Longfellow's poems; (3) language lessons, including (*a*) the study of the principles of English grammar; (*b*) oral and written abstracts of the history and other reading lessons; and (*c*) spelling in connection with the written exercises. Geography and history: (1) Physical and political geography, with map drawing of (*a*) the United States; (*b*) the countries of Europe; (*c*) the remaining countries of North America. [(2) History of United States read. *See English.*] Natural or physical science (to begin March 1): Physiology and hygiene (oral instruction). Mathematics: Arithmetic, oral and written, (1) review; (2) metric system; (3) percentage, including commission, profit and loss, and other simple applications; oral geometry, forms and simple truths. Miscellaneous: Writing; gymnastics or military drill for boys; calisthenics and vocal music for girls.

Fifth class.—Latin: (1) Translation of easy Latin and of Cæsar's Gallic War, Books I and II; unprepared translation; (2) writing Latin from dictation; committing passages to memory; (3) vocabulary; English into Latin, including sentences like those of Cæsar. English: (1) Reading aloud from (*a*) Hawthorne's Tanglewood Tales; (*b*) Autobiography of Franklin, Familiar Letters of John and Abigail Adams, &c.; and (*c*) history of England; (2) reading aloud, and recitation of, some of Holmes's, Bryant's, and parts of Scott's poems; (3) language lessons of Class VI to be continued. Geography and history: (1) Physical and political geography, with map drawing, of (*a*) the countries of South America; (*b*) the West Indies, &c.; (*c*) the countries of Asia

and of Africa; (*d*) Australia, Malaysia, and other islands of the Pacific. [(2) History of England read. *See English.*] Natural science: Zoölogy (oral instruction) Mathematics: Arithmetic, oral and written; (1) percentage continued, including simple interest, discount, "problems" in interest, partial payments, and compound interest; (2) compound numbers; (3) ratio and proportion; (4) powers and roots; (5) mensuration, with oral geometry. Miscellaneous: Writing; gymnastics or military drill for boys; calisthenics and vocal music for girls.

Fourth class.—Latin: (1) Cæsar's Gallic War (Books III and IV); Ovid, about 1,000 lines, and Virgil's Æneid, Book I, including some study of prosody; unprepared translation; (2) writing from dictation; committing passages to memory; (3) vocabulary; English into Latin, including retranslation of passages from Cæsar. English: (1) Reading aloud from (*a*) Church's Stories from Homer; (*b*) either Dana's Two Years before the Mast or Irving's Sketch-Book; (*c*) Plutarch's Lives of Famous Greeks; (2) reading aloud, and recitation of, some of Lowell's, Gray's, and parts of Goldsmith's poems; (3) oral and written exercises, including (*a*) abstracts of Plutarch's Lives and (*b*) compositions, chiefly narratives or descriptions, on subjects drawn from reading lessons. French or German: (1) Pronunciation; forms of regular verbs, &c.; oral reading and translations of easy French and German; unprepared translation; (2) writing French or German from dictation; (3) vocabulary; English into French or German, oral and written exercises. Geography and history: (1) General reviews of geography, with special attention to (*a*) astronomical and physical phenomena, and (*b*) the political and commercial relations of different countries; (2) [(*a*) Plutarch's Lives of Famous Greeks read. *See English.*] (*b*) history of Greece, with historical geography. Natural science: Zoölogy (oral instruction). Mathematics: algebra, including the generalizations of arithmetic. Miscellaneous: Gymnastics or military drill for boys; calisthenics and vocal music for girls.

Third class.—Latin: (1) Æneid (Books II–IV); Sallust's Catiline; easy passages from Cicero's works; unprepared translation; (2) committing passages to memory; (3) vocabulary; English into Latin, including retranslation of passages from Sallust and Cicero. Greek: (1) Forms; Greek into English, including the translation of about 25 pages from Xenophon's Anabasis; unprepared translation; (2) writing Greek from dictation; (3) vocabulary; English into Attic Greek, oral and written exercises. English: (1) Reading aloud from (*a*) Plutarch's Lives of Famous Romans; (*b*) Addison's papers in the Spectator; (*c*) one of Scott's novels; (2) reading aloud, and recitation of, Macaulay's Lays of Ancient Rome, and some of Tennyson's, Emerson's, and Wordsworth's poems; (3) writing abstracts, compositions, and translations from a foreign language. French or German: (1) Oral reading; oral and written translation of some modern prose work; unprepared translation; (2) writing from dictation; committing passages to memory; (3) vocabulary; English into French or German; oral and written exercises. Geography and history: [(*a*) Plutarch's Lives of Famous Romans; (*b*) Macaulay's Lays of Ancient Rome. *See English.*] (*c*) History of Rome, with historical geography. Natural or physical science: Either botany or physics. Mathematics: Algebra, including the generalizations of and applications to arithmetic. Miscellaneous: Gymnastics or military drill for boys; calisthenics and vocal music for girls.

Second class.—Latin: (1) Cicero, four orations; Virgil's Bucolics, and review of Æneid (Books I–IV); translation at sight; (2) committing passages to memory; (3) vocabulary; English into Latin, including oral and written exercises based upon passages from Cicero. Greek: (1) Anabasis (Books I–IV, or an equivalent); sight translation of easy passages from Xenophon's works; (2) writing Greek from dictation; committing passages to memory; (3) vocabulary; English into Attic Greek, including sentences like those of Xenophon. English: (1) Reading and study of (*a*) one play of Shakespeare, and (*b*) a part of the English required for admission to college; (2) recitation of prose and poetry; (3) writing translations from a foreign language; and compositions. French or German: (1) Oral reading; oral and written translation of some modern prose and poetry; translation at sight; (2) committing passages to memory; (3) oral and written exercises in French or German composition. History and geography: History and geography of Greece and Rome completed. Natural or physical science: Either botany or physics. Mathematics: Algebra through quadratic equations; algebra and arithmetic reviewed; plane geometry. Miscellaneous: Gymnastics or military drill for boys; calisthenics and vocal music for girls.

First class.—Latin: (1) Æneid (Books V–IX); Cicero, three orations; translation at sight; (2) committing passages to memory; (3) vocabulary; English into Latin, including oral and written exercises based upon passages from Cicero. Greek: (1) Herodotus, selections, and sight translations of ordinary passages; Homer's Iliad (Books I–III), or an equivalent, with study of prosody; (2) committing passages to memory; (3) Greek composition, oral and written. English: (1) Reading and study of the English required for admission to college; (2) recitation of prose and poetry; (3) writing translations and compositions. French or German: (1) Prepared and sight translations, oral and written, of one or more French or German classics; reading a history of France or Germany; (2) committing passages to memory; (3) oral

and written exercises in French or German composition. Mathematics: Plane geometry completed. Miscellaneous: Gymnastics or military drill for boys; calisthenics and vocal music for girls.

NOTES.—To meet the special needs of those pupils who propose to enter college with the maximum requirements in mathematics and science instead of the maximum in Latin and Greek, they will be allowed—if the circumstances of the school permit and the principal consent—(1) to take the maximum either in mathematics or in science, in place of either the Latin or the Greek of the first class; or (2) to take the maximum both in mathematics and in science, in place of the Latin and the Greek of the first class.

In studying a foreign language, ancient or modern, emphasis is to be given to the oral reading of it, especially in the early part of the course. The main objects to be accomplished are ability (1) to translate readily and correctly into English; (2) to understand the language from reading it, without the necessity of translating it into English.

Not less than three hours a week are to be given to the English language and literature throughout the course.

Of the twenty-five school hours in a week, two hours are to be given to gymnastics or military drill for the boys and to calisthenics and vocal music for the girls, and at least five hours—one each day—to study.

THE ROUND HILL SCHOOL IN 1826.

The courses of study given above may be contrasted with that of the Round Hill School at Northampton, Mass., fifty-four years ago. This preparatory school was established by Messrs. Joseph G. Cogswell, afterwards the first superintendent of the Astor Library in New York City, and George Bancroft, since known and honored everywhere as the greatest of American historians. These principals employed ten assistant teachers. At the time referred to in The American Journal of Education for 1826, which is my authority for these statistics, there were 112 boys in attendance. Some of the studies pursued were as follows: Greek: 33 in seven classes, using Buttmann's Grammar, Jacobs' Reader, the Græca Majora, Homer, and the tragedians. Latin: 95 in twelve classes, using Adams' Grammar, Jacobs' Reader, Cornelius Nepos, Livy, Cicero, Virgil, Tacitus, and Sallust, other works from the wide range of the literature of Rome being selected whenever thought proper. French: 110 in thirteen classes, the text books being Wanostrotht's Grammar and Hentz's Reader and Manual, with selections from Molière, Bossuet, Voltaire, and other writers of eminence. The upper classes were trained to speak and write the language. Spanish: 54 in ten classes, using Sales' translation of Josse's Grammar, the Coleccion Española, Don Quijote, Gil Blas, the Cartas Moruecas, and Comedias de Moratin. German: 12 in two classes, chiefly using Schiller's Thirty Years' War. Italian: one class. Mathematics: Arithmetic, six classes; the rest of the school pursuing algebra, geometry, trigonometry, and the application of algebra to geometry. English: obligatory for all students; grammar, reading, declamation, and composition in twenty-four classes. Gymnastics: daily for all pupils. Special courses in history, moral philosophy, Roman antiquities, mercantile arithmetic, and higher mathematics were also afforded.

The recitations and studies seem to have occupied from 7 to 8½ hours daily, according to the age of the pupils. The younger pupils retired at 8, the others at 9 o'clock, all arising at 5 in the morning. The small classes and the numerous instructors were admirable, though doubtless expensive, parts of the training.

Dr. Cogswell, distinguished as a scientist, a literary man, and a librarian, rests from his labors in an honored grave; Mr. Bancroft is still with us, now a resident of this city, and a diligent and methodical worker in his chosen field of labor. Though the Round Hill School was closed long ago, its example and its work are not lost.[1]

[1] The following extracts from the announcement of this excellent academy for the year 1826 are worthy of fresh and frequent perusal, both as expressing the opinions of distinguished men on important topics and as showing a sobriety and width of culture unhappily too seldom found at any time in the work of education:

Education acknowledges a twofold object: the culture of the human powers and preparation for actual life. If the last is made the sole object, education neglects its most exalted office and becomes subservient to worldly prudence. * * * The knowledge which is to be of daily use has unquestionably the first claim. But we are not to stop there. * * *

We consider the study of the English language of the first importance. One instructor is exclusively devoted to elocution. * * * The art of declamation may be taught as well as any other, and

COURSES PREPARATORY TO HIGHER SCIENTIFIC STUDY.

The requirements for admission to the scientific departments of colleges and to schools of science are not so great as those for admission to classical collegiate courses. The applicant must pass an examination in common English branches and in a certain amount of history, algebra, geometry, and miscellaneous subjects. This amount may best be shown by stating the higher studies which must have been pursued by applicants for admission to several leading institutions. The Towne Scientific School of the University of Pennsylvania examines applicants in ancient as well as modern geography, in algebra through quadratic equations, and in the first four books of Chauvenet's geometry. The Rensselaer Polytechnic Institute, Troy, N. Y., requires an equal quantity of mathematics. The Stevens Institute of Technology, Hoboken, N. J., examines in a slightly increased amount of algebra and geometry, in the definitions and elementary problems of trigonometry, and in universal history. The conditions of admission to the Massachusetts Institute of Technology, Boston, Mass., include algebra through equations of the second degree, plane geometry, and French grammar through irregular verbs, and the reading of two books of Charles XII or an equivalent. The requirements of the Lawrence Scientific School of Harvard University are unusually rigid. In addition to the customary mathematics, plane and analytical trigonometry is expected of all applicants, and advanced algebra and solid geometry are also required for admission to two of the more mathematical courses. The elements of physics and chemistry, four books of Cæsar, and four of Virgil, and the translation at sight of easy German or French make up the requirements in science and the languages.

Preparatory schools do not rest content with preparing their pupils to pass the average examination for admission to a scientific school. Branches are taught which enable students to pursue with ease and advantage the higher courses upon which they intend to enter. The elements of natural science, the rudiments of French and German, and subjects which afford general culture are given prominence. Frequently the scientific course is the classical course, with Latin and Greek omitted and the time required for its completion shortened. Sometimes the most elementary studies

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each individual soon attains that degree of excellence which his genius allows. Exercises in writing English are early commenced and never relinquished.

Connected with the school there are native teachers of the four most important continental languages, the French, Spanish, German, and Italian. * * *

We do not mean to carry a just admiration of the classics to an excess. Of the boys who have thus far been offered us, there are some to whom we have taught no Latin, and more who have no Greek. Yet we have provided the means of pursuing classic learning to any extent that may be desired.

The question respecting the relative advantage of literary and scientific pursuits has been much agitated. We favor the former, because they exercise intimate and direct influence on morals; but education would be imperfect without the latter. A very considerable proportion of time is assigned to the mathematics. We consider the study of them in connection with the languages as essential to the best discipline of the mind. * * * Each individual is to be educated according to his powers, and fitted to serve his country in some useful station. But where an opportunity is offered, more must be attempted than merely to prepare for the ordinary duties of society; the stores of ancient and modern learning are to be opened, and according to the talents of the individual the various branches of knowledge, such as may improve the mind, or confer valuable skill, or impart useful information, or furnish the materials of thought, are to be pursued.

Yet the great end of general education is to inculcate those principles which may be the guide of life and conduct. * * * Acquaintance with a particular science may prepare for a particular station; but the principles of virtue and prudence are of universal value, and, in connection with habits of intellectual action and a taste for intellectual pleasures, form the characteristics of liberal education. These principles are universally the same in whatever age they may have been uttered, in whatever language they may have been expressed. Here is the reason why the ancient orators, poets, and philosophers are still to be read. Moral truths are eternal ones. The aspect of every science is changing as fast as new discoveries are made, and new investigations render ancient treatises obsolete. Both Homer and Herodotus cannot become antiquated until simplicity and moral feeling change their nature, nor the works of men like Sophocles and Demosthenes lose their dignity till the laws of finished beauty and eloquence, till reason and sentiment, become differently modified. Nor will these and some few other ancient writers cease to be of practical value till the number of powerful writers shall have grown so large as to hide them in the crowd, or the light of genius have shed abroad its bright beams so abundantly as to outshine their lustre. * * *

We are deeply impressed with the necessity of uniting physical with moral education. * * * The whole subject of the union of moral and physical education is a great deal simpler than it may at first appear. And here, too, we may say that we were the first in the new continent to connect gymnastics with a purely literary establishment. * * *

To be spared the necessity of punishing is one great object in discipline, and that can be done only by preventing faults. Hence the superiority of precautionary discipline for boys, for whom, indeed, no other is suited. For how can you expect the hard virtues of industry and self denial to be exercised by those who have as yet neither fixed habits nor established principles, unless they are assisted in doing what is right and defended against all temptations which they are not prepared to resist? * *

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Second class: First term, German or French and algebra throughout the term; United States history and Roman history, half a term each. Second term, German or French throughout the term, rhetoric and geometry four-fifths of the term, Roman history one-half of the term, history and arithmetic one-fifth of the term. Essays are required throughout the year.

First class: First term, algebra and German or French throughout the term; United States, Grecian, and Roman history, each one-half term. Second term, German or French and gramma r of grammars throughout the term, rhetoric four-fifths of the term, geometry three-fifths, algebra and arithmetic two-fifths, and historical review one-fifth. Original speeches continue throughout both terms.

The preparation for higher scientific education receives much attention in Williston Seminary, Easthampton, Mass. The junior class in its scientific department pursues only elementary branches. The studies of the other classes are as follows (the figures denote the number of hours occupied weekly in class room exercises):

Junior middle class.—First term: Algebra (Loomis), 5; anatomy and physiology (Hitchcock), 5; ancient history (Swinton), or Latin with junior class, 5; free hand drawing, 2; English readings, with spelling, 1. Second term: Algebra, continued, 5; zoölogy (Dana), 5; modern history, or Latin with junior class, 5; outline drawing, 2; English readings, with spelling, 1. Third term: Algebra, completed, 5; botany (Gray), 5; Constitution and Government of the United States, or Latin with junior class, 5; perspective drawing, 2; English readings, with spelling, 1.

Middle class.—First term: Geometry (Wentworth), 5; physical geography (Guyot), 4; lectures on physics, 1; rhetoric, or Latin with junior middle class,[1] 5; drawing from models, 3; English readings, 1. Second term: Geometry, continued, 5; physics (Avery), with lectures, 5; English literature, or Latin with junior middle class,[1] 5; geometrical drawing, 3; English readings, 1. Third term: Plane and spherical trigonometry (Chauvenet), 5; physics, with lectures, 5; English literature, or Latin with junior middle class,[1] 5; projections, 3; English readings, 1.

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All classes.—English composition once a month and declamation twice a term.

TABLE VIII.—SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior instruction of women will be found in Table VIII of the appendix. The following is a comparative summary of institutions, instructors, and pupils from 1870 to 1880, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.
No. of institutions	33	136	175	205	209	222	225	220	225	227	227
No. of instructors	378	1,163	1,617	2,120	2,285	2,405	2,404	2,305	2,478	2,323	2,340
No. of students	5,337	12,841	11,288	24,613	23,445	23,795	23,856	23,022	23,639	24,605	25,780

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Middle class.—First term: Geometry (Wentworth), 5; physical geography (Guyot), 4; lectures on physics, 1; rhetoric, or Latin with junior middle class,[1] 5; drawing from models, 3; English readings, 1. Second term: Geometry, continued, 5; physics (Avery), with lectures, 5; English literature, or Latin with junior middle class,[1] 5; geometrical drawing, 3; English readings, 1. Third term: Plane and spherical trigonometry (Chauvenet), 5; physics, with lectures, 5; English literature, or Latin with junior middle class,[1] 5; projections, 3; English readings, 1.

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TABLE VIII.—*Summary of statistics of institu*

States.	Number of institutions.	Corps of instruction.			Number of instructors in preparatory department.	Students.
		Total.	Male.	Female.		Number in preparatory department.
Alabama	10	80	19	61	11	163
California	2	32	6	26	5	46
Connecticut	2	9	4	5	1	20
Delaware	1	9	3	6	2	37
Georgia	17	[a]126	38	75	17	505
Illinois	12	[a]88	18	58	7	221
Indiana	2	11	3	8	2	36
Iowa	3	33	7	26	7	240
Kansas	1	14	3	11	4	98
Kentucky	19	152	51	101	20	627
Louisiana	5	19	4	15	15	157
Maine	2	[a]20	7	5	.....	.....
Maryland	5	53	9	44	.....	55
Massachusetts	10	190	48	142	1	42
Michigan	1	10	1	9	.....	.....
Minnesota	2	18	3	15	.....	25
Mississippi	9	59	14	45	8	378
Missouri	16	181	26	155	21	689
Nevada	1	6	2	4	.....	15
New Hampshire	4	29	8	21	3	164
New Jersey	2	24	10	14	8	22
New York	16	216	43	173	29	817
North Carolina	9	60	16	44	6	177
Ohio	13	[a]146	34	107	15	230
Oregon	1	12	1	11	0	35
Pennsylvania	14	142	45	97	5	268
South Carolina	3	26	7	19	4	163
Tennessee	15	107	20	87	21	383
Texas	9	53	15	38	12	207
Vermont	1	10	5	5	.....	94
Virginia	13	114	41	73	8	236
West Virginia	3	22	6	16	2	54
Wisconsin	4	[a]35	5	23	.....	154
Total	227	[a]2,106	522	1,530	234	6,378

[a] Classification not reported in all cases.

tions for the superior instruction of women.

Students.				Libraries.		Property, income, &c.			
Number in collegiate department.									
In regular course.	In special or partial course.	Graduate students.	Total number in all departments.	Number of institutions authorized by law to confer collegiate degrees.	Number of volumes.	Increase in volumes in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
453	35	6	a904	9	7,650	30	$408,000	.....	.....	$12,000
51	.....	0	a247	1	5,057	350	22,000	.....	.....	16,500
.....	.....	7	a285	.....	2,100	.....	68,000	.....	.....	4,500
37	0	0	74	1	1,500	0	24,000	$0	$0	3,000
1,195	125	6	a2,072	14	7,978	155	493,600	25,000	1,500	44,338
429	163	18	a1,426	8	27,650	175	695,100	12,000	960	33,245
55	7	.....	98	1	2,000	.....	55,000	.....	1,000	7,670
91	28	3	a442	2	1,971	121	40,000	.....	.....	2,000
56	12	3	109	1	1,000	50	130,000	0	0	10,000
1,109	61	4	a1,990	15	15,990	1,169	516,000	.....	.....	64,746
246	2	13	418	4	1,750	20	120,000	20,000	1,600	13,200
59	286	3	348	2	3,131	46	93,000	47,000	1,700	5,100
251	.....	.....	a356	2	7,920	20	76,700	.....	.....	3,200
823	201	21	a1,370	2	47,645	3,120	1,065,500	406,486	34,350	67,948
.....	.....	.....	a44	.....	640	.....	50,000	.....	.....	7,490
47	5	.....	a160	1	850	10	42,000	.....	.....	2,400
590	11	5	a1,054	9	5,303	278	231,000	.....	.....	38,497
939	66	16	a1,977	13	10,870	900	687,000	72,000	1,000	65,333
30	5	0	50	.....	300	15	30,000	0	0	.....
162	10	14	a359	3	2,200	.....	125,000	100,000	6,100	11,890
224	40	13	290	2	2,050	150	110,000	.....	.....	6,000
396	534	25	a3,277	5	27,636	523	1,461,259	62,968	2,274	82,725
382	23	.....	a711	6	6,080	10	232,000	.....	.....	14,000
528	198	6	a1,198	5	18,596	614	894,000	32,400	360	51,929
.....	.....	.....	a160	0	600	25	35,000	.....	.....	.....
365	238	7	a1,236	7	17,300	225	575,000	11,950	700	59,906
256	2	2	423	3	750	50	26,000	.....	.....	1,200
1,011	72	11	a1,612	13	12,150	124	362,000	30,000	1,800	34,600
427	3	.....	a775	7	1,423	.....	74,000	.....	.....	7,520
91	.....	4	189	1	1,000	.....	95,000	.....	.....	.....
780	14	12	a1,255	11	3,400	50	419,500	.....	.....	31,000
208	11	4	277	2	.....	.....	15,000	.....	.....	4,250
131	48	1	a435	1	5,925	25	240,250	10,190	.....	30,800
11,422	2,200	204	a25,780	151	251,595	8,255	9,510,909	829,994	53,344	736,967

b Sex not reported in all cases.

Degrees conferred by institutions for the superior instruction of women.

States.	Number of degrees.	States.	Number of degrees.
Alabama	52	Missouri	56
Delaware	2	New Hampshire	18
Georgia	140	New Jersey	24
Illinois	53	New York	36
Indiana	2	North Carolina	4
Iowa	21	Ohio	15
Kansas	6	Pennsylvania	51
Kentucky	97	South Carolina	16
Louisiana	12	Tennessee	87
Maine	6	Texas	13
Maryland	13	Vermont	9
Massachusetts	50	Virginia	46
Minnesota	10	Wisconsin	4
Mississippi	31	Total	868

In 1870 the Office received reports from 33 institutions for the superior instruction of women and from 77 which admitted both sexes, and had knowledge of 20 others from which no definite information was received. Of the number reporting, 81 were under the auspices of religious denominations; of the remainder the larger proportion were maintained by private enterprise. These institutions did invaluable work, but wanted some of the essentials that make up the scheme of liberal education for men. Five institutions which in 1870 admitted both sexes were endowed wholly or in part from the sale or lease of university lands. These, together with Vassar College, were in a position, if endowment only be considered, to maintain the standards which give character to the leading colleges for men. The State universities, however, from their location in the newer States, were subject to many influences which lowered their standards for the time being. They have proved the familiar saying that colleges and universities are a growth. Several colleges in which coeducation was allowed fair trial in 1870 were not fully committed to the superior instruction of women, as they offered partial, special, or ladies' courses, not unlike the popular courses in ladies' seminaries. Bates College, Maine, required an entrance examination upon the studies which are regarded as furnishing the best preparation for liberal culture, and maintained one uniform obligatory course for both sexes, but the number of women then on the roll was too small to give this example much weight in the discussion of collegiate education for women. All things considered, of the various colleges open to women in 1870 Vassar was most thoroughly equipped for a high order of work. It had ample resources and a sure promise of large patronage.

The progress during the decade in the provisions for the superior instruction of women has been marked and satisfactory. In 1870 Michigan University and the Illinois Industrial University were opened to women; in 1872, Cornell and the University of Vermont. Boston University, which completed the organization of the College of Liberal Arts in 1873, admitted both sexes on the same conditions. Smith College and Wellesley were organized in 1875. In 1879 the Harvard Annex went into operation.

The position taken by several well established colleges in admitting women to their curriculum on an equality with young men has operated to raise the standard as well as to modify past theories of woman's education.

Table VIII presents the summarized statistics of 227 institutions, variously designated as colleges, institutes, seminaries, &c. Probably they do not present greater

diversity in standards, curriculum, and equipment than the institutions for men reported in Table IX. A comparison of the items reported, property valuation, source of income, &c., shows that the colleges for women have not been aided to so great an extent as those for men. The total number of students in the colleges for women is 25,780, distributed as follows: 6,378 in preparatory departments, 11,422 in regular courses, 2,200 in special or partial courses, 204 graduate students, and 5,576 students the classification of whom was not reported. The number of degrees conferred is 868, of which very few, it will be noticed, are reported from the New England States. It should be remembered that the five colleges for women in the State of New York included in the report of the regents of the university of the State are not embraced in this summary. The statistics of these will be found in Table IX. A noticeable feature of the leading colleges for women is the development of the departments of art and music. The course pursued places these branches in their true rank as essential parts of a liberal education.

REQUISITES FOR ADMISSION TO COLLEGES FOR WOMEN.

The following are the requisites for admission in several colleges and the Harvard Annex for women:

VASSAR COLLEGE, POUGHKEEPSIE, N. Y.

Applicants for admission to the college must be at least sixteen years of age, of good health, and must present satisfactory testimonials of character. None will be received for a shorter period than the current academic year.

Candidates for the freshman class are examined in the following studies (equivalents will be accepted for the text books or authors named):

English grammar, including analysis of sentences; Hart's Rhetoric; geography; history of the United States; arithmetic, including the metric system; Olney's University Algebra, through quadratic equations; Chauvenet's Geometry, first three books. Besides English and Latin, one other language is required; this may be Greek, French, or German, according to the student's choice. In Latin, grammar, with a thorough knowledge of etymology and of the general rules of syntax and prosody, including hexameters; Cæsar, four books; Virgil, six books of the Æneid and six Eclogues; Cicero, six orations; pronunciation after the Roman method. In Greek (elective), Curtius's Grammar; Xenophon's Anabasis, two books. In German (elective), grammar, Fischer-Ahn's First Course and Henn-Ahn's Synopsis, Lessing's Minna von Barnhelm, and Schiller's Wilhelm Tell. In French (elective), grammar, La Fontaine's Fables, Follet's Les Princes de l'Art, Bôcher's College Plays.

SMITH COLLEGE, NORTHAMPTON, MASS.

To enter the first class the applicant must pass a satisfactory examination in English grammar and orthography; the Latin and Greek grammars (Harkness and Goodwin preferred); Harkness's Latin Prose, first and second parts; the Catiline of Sallust; seven orations of Cicero; the first six books of Virgil's Æneid; four books of Xenophon's Anabasis; three books of Homer's Iliad; Jones's Greek Prose, first eighteen exercises; arithmetic; Loomis's Algebra (or any standard university algebra), through quadratic equations; and four books of geometry. Equivalents will be accepted.

Students are also advised to study the first half of Otto's French grammar, or its equivalent, before entering the college, although this will not be insisted upon at present as a requisite for admission.

WELLESLEY COLLEGE, WELLESLEY, MASS.

Latin grammar, including prosody; Jones's Exercises in Latin Prose Composition, or an equivalent in Abbott, Arnold, Allen and Greenough, or Harkness; Cæsar, Gallic War, Books I–IV; Cicero, seven orations; Virgil, Æneid, Books I–VI (equivalents in Latin will be accepted); Greek grammar; Jones's Greek Prose Composition, with the accents; Xenophon, Anabasis, three books; Iliad, three books;[1] arithmetic, including the metric system of weights and measures; Olney's Complete School Algebra (with additional examples from Olney's University Algebra), through involution, evolution, radicals, quadratic equations, ratio, proportion, arithmetical and geometrical progression.

[1] Preparation in Greek for 1880 is advised but not required. In September, 1881, it will be required from all candidates for the general college course, but not from candidates for the scientific course.

HARVARD ANNEX, CAMBRIDGE, MASS.

(Private collegiate instruction for women.)

Any one will be admitted to the instruction here offered who presents herself at the Harvard University preliminary examination for women and passes satisfactorily in the following subjects: English; physical geography; elementary botany or physics; elementary arithmetic, algebra through quadratic equations, plane geometry; history; and any two of the four languages, French, German, Latin, and Greek, at least one of the two chosen being a modern language.

OTHER OPPORTUNITIES FOR HIGHER EDUCATION.

The preceding summary does not exhibit the total provision for the higher education of women. Many of the institutions reporting in Table IX admit both sexes. The number of women in these cannot be exactly determined, as the sex of students is not specified in all returns. So far as reported, the number of female students embraced in Table IX is 8,295: 5,545 in preparatory departments, 1,618 in the classical, and 1,132 in the scientific courses.

Women are also admitted to many schools of science (Table X), but the number is not stated, save for the preparatory departments, which show a total of 367. So far, then, as specified in the returns received at the Office, the total of female students in mixed colleges in 1880 was 8,662, of which number 5,912 were in preparatory departments.

The Massachusetts Society for the University Education of Women (incorporated in 1877) is actively engaged in promoting the object for which it was created. It extends aid, interest, and sympathy into all the departments of any university in the State which offers its educational privileges to women. The following are the classes of beneficiaries to whom loans or gifts may be made by the executive committee:

(1) Young women who are pursuing the regular course of study as candidates for the degree of bachelor of arts in any university in Massachusetts; (2) young women who, having received a degree from any Massachusetts university, desire to pursue in any place additional courses of study; (3) young women who, having been honorably graduated from any college or university in any State, desire to pursue in Massachusetts professional or higher liberal studies as candidates for professional or the higher academic degrees; (4) young women, not graduates of any college or university, who may be pursuing professional studies in any university in Massachusetts.

The society brings a powerful influence to bear upon every proposed measure for extending the means of higher education for women, as was illustrated in its efforts in behalf of the Boston Latin School for Girls. It labors to excite and maintain interest in the cause by discussion in social meetings and by the publication of information. Much of the work accomplished is necessarily such as cannot be represented in a report, but the record of collegiate education for women would be incomplete without reference to this valuable auxiliary.

The Society to Encourage Studies at Home published its seventh annual report the present year. For details, the reader is referred to page 152 of the abstracts.

TABLE IX.—UNIVERSITIES AND COLLEGES.

The following is a statement of the aggregate number of this class of institutions with instructors and students, as reported to this Bureau each year from 1871 to 1880, inclusive:

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.
Number of institutions	290	298	323	343	355	356	351	358	364	364
Number of instructors	2,962	3,040	3,106	3,783	3,999	3,920	3,998	3,885	4,241	4,160
Number of students	49,827	45,617	52,053	56,602	58,894	56,481	57,324	57,987	60,011	59,594

TABLE IX.—*Summary of statistics of universities and colleges.*

States and Territories.	Number of universities and colleges reporting.	Number reporting date of charter.	Number not reporting date of charter.	Number reporting only preparatory students.	Number reporting collegiate students.	Number not reporting classification of students.	Number not reporting students.	Number not reporting libraries.	Years in course.				
									Number not reporting.	Number with four years' course.	Number with three years' course.	Number with courses over four years.	Number having only elective courses.
Alabama	4	4	0	0	3	1	0	1	0	2	0	2	0
Arkansas	4	4	0	0	4	0	0	0	0	3	0	1	0
California	13	12	1	0	10	2	1	4	4	9	0	0	0
Colorado	3	3	0	0	3	0	0	0	0	3	0	0	0
Connecticut	3	3	0	0	3	0	0	0	0	3	0	0	0
Delaware	1	1	0	0	1	0	0	0	0	1	0	0	0
Georgia	7	7	0	0	6	1	0	2	1	6	0	0	0
Illinois	28	27	1	0	25	3	0	3	1	24	0	3	0
Indiana	14	13	1	0	13	1	0	0	1	10	0	3	0
Iowa	19	18	1	0	18	1	0	2	0	17	0	2	0
Kansas	8	8	0	0	8	0	0	1	1	6	0	1	0
Kentucky	15	14	1	0	12	3	0	3	1	9	1	3	1
Louisiana	8	8	0	1	5	1	1	1	2	4	0	2	0
Maine	3	3	0	0	3	0	0	0	0	3	0	0	0
Maryland	9	8	1	0	9	0	0	1	1	6	0	1	1
Massachusetts	7	7	0	0	7	0	0	2	0	7	0	0	0
Michigan	9	9	0	0	9	0	0	0	1	8	0	0	0
Minnesota	6	5	1	0	5	0	1	4	1	4	0	1	0
Mississippi	4	4	0	0	4	0	0	0	0	3	0	0	1
Missouri	14	14	0	1	8	3	2	1	1	9	0	3	1
Nebraska	4	4	0	0	3	1	0	2	0	3	0	1	0
Nevada	1	0	1	1	0	0	0	1	1	0	0	0	0
New Hampshire	1	1	0	0	1	0	0	0	0	1	0	0	0
New Jersey	4	3	1	0	3	1	0	1	0	3	1	0	0
New York	29	25	4	0	27	2	0	6	2	19	0	8	0
North Carolina	8	7	1	0	8	0	0	0	0	6	0	1	1
Ohio	35	35	0	3	31	1	0	2	2	32	0	1	0
Oregon	8	8	0	2	4	2	0	1	0	7	0	1	0
Pennsylvania	27	26	1	1	25	1	0	4	1	23	0	3	0
Rhode Island	1	1	0	0	1	0	0	0	0	1	0	0	0
South Carolina	8	8	0	1	6	0	1	1	1	6	0	1	0
Tennessee	20	19	1	0	18	2	0	4	0	15	1	2	2
Texas	9	8	1	0	8	1	0	2	1	6	1	1	0
Vermont	2	2	0	0	2	0	0	0	0	2	0	0	0
Virginia	8	8	0	0	5	1	2	1	0	3	1	0	4
West Virginia	4	4	0	1	3	0	0	1	1	3	0	0	0
Wisconsin	8	8	0	0	8	0	0	0	0	8	0	0	0
Dist. of Columbia	5	5	0	1	4	0	0	0	0	4	0	1	0
Utah	1	1	0	1	0	0	0	0	1	0	0	0	0
Washington	2	1	1	0	2	0	0	1	1	1	0	0	
Total	364	346	18	13	315	28	8	52	26	280	5	42	11

TABLE IX.—*Summary of statistics of*

States and Territories.	Preparatory department.							Number of students unclassified.	Collegiate department.					
	No. of universities and colleges.	No. of instructors.	Students.						Corps of instruction.	Whole number of students.	Students in classical course.		Students in scientific course.	
			Total.	Male.	Female.	Preparing for classical course.	Preparing for scientific course.				Male.	Female.	Male.	Female.
Alabama	4	2	32	32	.....	10	.....	....	51	417	.....	.....	.....	.....
Arkansas	4	9	a528	255	166	22	.....	....	32	291	156	64	10	.....
California	13	21	a1, 205	904	56	45	89	....	145	800	b275	57	162	51
Colorado	3	4	a239	50	30	c80	.....	....	25	57	d18	d4	1	.....
Connecticut	3	...	.....	.....	.....	.....	.....	....	73	951	832	9	3	.....
Delaware	1	...	.....	.....	.....	.....	.....	....	5	59	.....	.....	.....	.....
Georgia	7	10	224	148	76	40	5	....	45	469	d317	27	.....	.....
Illinois	28	80	a2, 616	1, 654	595	c639	567	76	202	2, 081	de690	d135	254	128
Indiana	14	32	a1, 376	828	404	384	593	....	105	1, 169	df533	69	140	50
Iowa	19	43	a1, 670	977	524	c606	366	95	156	1, 296	g403	127	h222	121
Kansas	8	13	772	555	217	93	56	....	59	223	d118	d57	32	12
Kentucky	15	22	602	472	220	136	127	....	117	1, 224	141	88	127	66
Louisiana	8	20	a585	481	92	140	95	....	38	92	46	.....	19	8
Maine	3	4	70	50	20	.....	.....	....	40	481	i413	17	.....	.....
Maryland	9	17	254	243	11	126	10	36	100	1, 146	d806	28	4	.....
Massachusetts	7	3	110	110	.....	c60	.....	....	156	1, 899	d1, 673	34	11	.....
Michigan	9	22	a950	547	328	160	108	171	116	1, 111	d120	d40	82	90
Minnesota	6	1	a288	157	76	90	104	183	62	351	118	20	78	53
Mississippi	4	9	683	635	48	222	165	....	26	284	95	1	107	.....
Missouri	14	23	a694	567	31	105	291	....	178	1, 735	d269	d49	14	1
Nebraska	4	13	548	432	116	c110	89	....	24	117	32	14	18	12
Nevada	1	1	48	22	26	.....	.....	....	.....	.....	.....	.....	.....	.....
New Hampshire	1	...	.....	.....	.....	.....	.....	....	15	247	247	.....	.....	.....
New Jersey	4	...	.....	.....	.....	.....	.....	....	71	688	477	.....	.....	.....
New York	29	85	a3, 054	2, 408	324	c850	282	59	439	3, 512	d2, 009	d387	508	53
North Carolina	8	10	328	318	10	153	29	....	70	894	296	.....	39	.....
Ohio	35	85	a3, 073	2, 184	794	896	592	....	263	2, 621	dj1, 227	d102	369	336
Oregon	8	18	554	309	245	228	157	....	37	502	d108	d58	4	3
Pennsylvania	27	54	1, 906	1, 443	463	c661	573	54	300	2, 454	d1, 472	d87	265	19
Rhode Island	1	...	.....	.....	.....	.....	.....	....	17	247	d244	.....	.....	.....
South Carolina	8	8	a468	257	.....	55	45	....	40	256	d218	.....	21	2
Tennessee	20	32	1, 264	1, 031	233	375	433	108	146	1, 920	363	32	221	38
Texas	9	15	567	406	161	251	104	50	52	865	169	24	84	12
Vermont	2	...	.....	.....	.....	.....	.....	....	18	102	94	8	.....	.....
Virginia	8	3	38	38	.....	.....	.....	....	65	793	128	.....	.....	.....
West Virginia	4	5	133	110	23	.....	.....	....	19	200	115	23	46	.....
Wisconsin	8	6	647	452	195	142	195	76	95	678	258	57	170	69
Dist. of Columbia	5	6	340	340	.....	251	10	....	44	154	94	.....	.....	.....
Utah	1	3	159	98	61	.....	.....	....	3	.....	.....	.....	.....	.....
Washington	2	5	a83	.....	.....	.....	.....	....	8	117	.....	.....	.....	.....
Total	364	694	a26, 138	18, 603	5, 545	c6, 930	5, 085	903	3, 466	32, 553	ad14, 569	d1, 618	k3, 011	l, 132

a Sex not reported in all cases.
b Includes 148 sex not given.
c Classification not reported in all cases.
d A small number of scientific students included here.
e Includes 57 sex not given.
f Includes 155 sex not given.

universities and colleges—Continued.

Collegiate department.		Volumes in libraries.			Property, income, &c.					
Special or optional students.	Number of graduate students.	Number in college libraries.	Increase in the last collegiate year.	Number in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.
.....	6	7,200	300	2,450	$370,000	$302,000	$24,000	$6,000	.....	.....
45	.....	2,360	350	300	114,000	12,000	1,000	10,300	$11,000	.....
189	13	46,950	305	8,100	1,367,400	1,771,204	108,216	68,814	36,597	.....
34	.....	9,200	7,000	.....	190,000	.....	20,518	471	7,000	$2,450
74	33	147,651	6,366	22,500	472,884	1,954,023	126,973	102,912	.....	220,000
.....	7	6,500	.....	2,000	75,000	83,000	4,980	540	.....	.....
16	2	31,100	6,900	15,850	966,000	478,170	35,263	12,100	8,198	20,300
273	5	115,372	3,030	22,150	2,303,600	1,419,910	124,896	107,719	.....	144,017
134	17	56,907	2,087	15,341	1,020,000	1,022,000	64,970	29,488	23,000	24,755
124	8	53,672	1,582	7,085	1,173,908	796,620	47,300	43,758	20,000	23,280
7	2	22,175	2,875	2,855	540,000	165,755	11,800	6,450	32,000	500
73	13	39,597	2,044	11,149	773,000	585,400	32,661	56,466	.....	.....
.....	3	50,800	400	4,900	418,000	328,313	15,155	15,327	20,000	.....
1	.....	41,771	431	14,700	805,000	611,000	35,700	19,251	.....	112,150
27	60	42,650	1,438	4,350	520,500	3,027,600	181,734	13,572	30,065	.....
53	30	272,528	6,330	40,070	1,150,000	5,666,321	425,998	150,335	.....	295,000
162	12	56,731	3,041	7,050	1,353,442	1,081,392	78,420	81,760	67,918	115,000
.....	2	17,441	2,116	570	327,650	609,853	35,834	7,265	22,000	7,386
4	4	10,700	415	3,600	625,000	652,061	39,443	7,100	2,000	.....
184	31	101,605	5,879	9,600	1,125,220	1,062,400	66,110	73,765	27,000	134,550
41	.....	3,900	600	.....	188,000	25,000	2,250	1,800	25,000	200
.....	.....	.....	.....	.....	25,000	90,000	.....	.....	6,000	.....
.....	.....	54,000	1,600	.....	125,000	500,000	25,000	16,000	1,000	100,000
11	41	60,500	2,000	21,800	1,150,000	1,386,369	88,625	21,136	.....	116,616
254	47	237,224	7,831	40,950	7,206,773	9,247,881	710,164	474,229	504	321,265
65	3	29,543	700	37,113	539,000	274,000	10,000	27,500	.....	11,120
414	18	312,572	4,936	31,150	3,091,421	2,009,711	232,435	120,948	.....	212,000
13	1	9,520	208	1,200	255,000	247,000	21,500	15,750	2,500	50,620
289	25	145,266	12,304	71,989	5,135,626	3,937,390	199,368	179,932	.....	143,000
.....	3	53,000	2,163	.....	.....	643,637	36,128	30,869	.....	70,306
15	.....	18,050	625	9,325	250,000	492,000	25,600	5,820	.....	32,000
33	14	46,963	3,982	10,775	1,451,500	1,232,375	80,550	46,810	.....	12,000
.....	10	13,287	140	2,050	295,000	61,600	1,900	30,630	.....	.....
.....	.....	31,552	361	.....	340,000	275,000	16,368	4,900	8,130	16,700
d70	.....	89,200	2,116	31,500	1,465,000	338,460	21,518	16,279	.....	5,200
16	.....	5,550	735	300	307,000	138,653	8,469	5,912	10,600	.....
123	1	48,250	5,133	2,400	798,500	783,022	52,542	62,676	43,897	17,500
13	.....	47,411	250	4,200	1,150,000	116,000	2,200	1,186	*10,000	18,000
.....	.....	2,968	80	.....	.....	.....	.....	3,000	2,500	.....
.....	.....	1,800	1,400	.....	100,000	5,000	500	2,500	1,250	.....
2,757	411	2,342,766	100,053	459,372	39,623,424	43,431,520	3,014,048	1,881,360	418,159	2,225,915

g Includes 24 sex not given.
h Includes 20 sex not given.
i Includes 149 sex not given.
j Includes 243 sex not given.
k Congressional appropriation.

Summary of college entrance examinations in 1880.

Name.	Location.	Total number of candidates.	Number admitted.					Number rejected for deficiency in—				
			Without conditions.	Conditioned in—								
				Latin.	Greek.	Mathematics.	History and geography.	Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects.
University of Alabama*	Tuscaloosa, Ala	105	70	....	....	....	....	....	....	....	....	26
Arkansas Industrial University.	Fayetteville, Ark	475	440	15	5	5	10	11	0	15	5	8
College of St. Augustine	Benicia, Cal	17	17	....	....	....	....	....	....	....	....	....
Wesleyan University*	Middletown, Conn	77	11	32	36	60	15	5	3	5	1	5
Illinois Wesleyan University.	Bloomington, Ill	28	28	....	....	....	....	....	....	....	....	....
Knox College	Galesburg, Ill	30	18	5	1	0	0	2	2	0	0	2
Lombard University	Galesburg, Ill	14	14	....	....	....	....	....	....	....	....	....
Lake Forest University*	Lake Forest, Ill	44	28	....	....	....	....	....	....	....	....	....
Monmouth College	Monmouth, Ill	80	50	....	....	....	....	....	....	....	....	....
Augustana College	Rock Island, Ill	28	23	....	....	1	....	....	....	....	....	4
Illinois Industrial University.	Urbana, Ill	146	101	1	....	34	1	0	0	0	0	8
Concordia College	Fort Wayne, Ind	45	....	....	....	....	....	....	....	....	....	....
Franklin College	Franklin, Ind	9	8	1	....	....	....	....	....	....	....	....
Hartsville University	Hartsville, Ind	16	16	....	....	....	....	....	....	....	....	....
Butler University*	Irvington, Ind	68	57	5	6	....	....	....	....	....	....	....
Union Christian College.	Merom, Ind	13	12	1	....	....	....	....	....	....	....	....
Earlham College	Richmond, Ind	13	7	4	4	1	3	....	....	0	0	....
Griswold College	Davenport, Iowa	4	3	1	....	1	....	....	....	....	....	....
Parsons College	Fairfield, Iowa	42	30	10	5	12	4	....	....	....	....	....
Upper Iowa University	Fayette, Iowa	25	18	5	1	0	0	....	....	0	0	....
German College	Mt. Pleasant, Iowa	51	51	....	....	....	....	....	....	....	....	....
Central University of Iowa.	Pella, Iowa	36	28	....	....	....	....	8	8	....	....	....
Tabor College	Tabor, Iowa	35	35	0	0	0	0	0	0	0	0	0
Western College*	Western, Iowa	57	49	4	4	....	....	....	....	....	....	....
St. Benedict's College*	Atchison, Kans	13	9	1	....	1	....	2	....	....	....	....
Concord University*	New Liberty, Ky	96	24	3	....	....	6	....	....	....	....	....
St. Charles College*	Grand Coteau, La	13	12	a1	....	....	....	....	....	....	....	....
Jefferson College*	St. James Parish, La. (Convent P. O.)	74	....	29	22	67	69	0	0	0	5	....
Bates College*	Lewiston, Me	50	43	2	..	2	....	....	....	....	....	3
Loyola College	Baltimore, Md	25	....	....	....	....	....	....	....	....	....	....
St. Charles College	Ellicott City, Md	40	40	....	....	....	....	....	....	....	....	....
Western Maryland College.*	Westminster, Md	113	94	7	9	5	....	....	....	....	....	....
Amherst College	Amherst, Mass	101	41	14	11	32	10	....	....	....	....	3
Boston College	Boston, Mass	40	0	31	31	....	0	9	9	0	0	8
Tufts College	College Hill, Mass	24	15	3	4	4	2	....	....	1	....	....
Williams College	Williamstown, Mass	98	67	14	15	10	....	....	....	....	....	9

* From Report of the Commissioner of Education for 1879.

a Conditioned in Latin, Greek, and mathematics.

Summary of college entrance examinations in 1880—Continued.

Name.	Location.	Total number of candidates.	Number admitted.					Number rejected for deficiency in—				
			Without conditions.	Conditioned in—								
				Latin.	Greek.	Mathematics.	History and geography.	Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects.
Hope College	Holland, Mich	18	17		1							
Kalamazoo College	Kalamazoo, Mich	24	12	7	3	4	0	0	0	0	0	1
Carleton College	Northfield, Minn	15	2	4	4	5	8	0	0	0	0	1
University of Mississippi.*	Oxford, Miss	267	254	6			a7					
Lincoln College	Greenwood, Mo	26	26									
Washington University	St. Louis, Mo	29	13	3	4	4	2	1	1	2	2	2
Drury College	Springfield, Mo	20	6	7	4	5	3					
Nebraska Wesleyan University.	Osceola, Nebr	12	12									
Rutgers College	New Brunswick, N.J	42	17	5	5	20	6					2
College of New Jersey	Princeton, N. J	161	65	28	29	41	19	2	2	2	1	3
St. Stephen's College	Annandale, N. Y	12	10	2	0	0	0	0	0	0	0	0
Hobart College	Geneva, N. Y	21		7	9	2		2	2	0	0	2
Madison University	Hamilton, N. Y	31	21	2	2	8	2	2	1	2		2
Cornell University	Ithaca, N. Y	148	61	8	0	43	10			15	0	24
Vassar College*	Poughkeepsie, N. Y	45	39	0	0	3	1	1	0	6	0	2
Union College	Schenectady, N. Y	67		4	5	18	b4					
University of North Carolina.*	Chapel Hill, N. C	61	45	12	3	15						
Trinity College*	Trinity College, N.C.	42	15	10	6	8		12	5			
Wake Forest College	Wake Forest, N. C	171										
Baldwin University	Berea, Ohio	40	20	6	3	4	3	3	2	3	3	4
Capital University	Columbus, Ohio	27		2	2	4						
Denison University	Granville, Ohio	27	19	3	5	3						3
Marietta College	Marietta, Ohio	28	11	5	8	10	0	0	2	3	0	1
Rio Grande College	Rio Grande, Ohio	7	6			1						
Scio College	Scio, Ohio	120	50									
Heidelberg College	Tiffin, Ohio	30	19					0	0	0	0	0
Urbana University	Urbana, Ohio	4	2					2				
Wilmington College*	Wilmington, Ohio	20	10	3	0	0	0		0		0	3
McMinnville College*	McMinnville, Oreg	50	21	0	0	1	0	2	1	2	3	8
Christian College	Monmouth, Oreg	80	80									
Philomath College	Philomath, Oreg	17	17	0	0	0	0	0	0	0	0	0
Willamette University	Salem, Oreg	8	8									
Pennsylvania College	Gettysburg, Pa	40	33	4	5	4	2					
Haverford College	Haverford College, Pa.	27	16	4	2	3	2	2	1	2	1	2
Monongahela College	Jefferson, Pa	38	38									
University at Lewisburg.*	Lewisburg, Pa	28	11	4	3	9	5	2	2	1	0	2

*From Report of the Commissioner of Education for 1879.

aOf these, 2 were conditioned in several studies, 2 in mathematics and English, and 2 in English alone.

bNumber admitted conditioned in English.

Summary of college entrance examinations in 1880—Continued.

Name.	Location.	Total number of candidates.	Number admitted.					Number rejected for deficiency in—				
			Without conditions.	Conditioned in—								
				Latin.	Greek.	Mathematics.	History and geography.	Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects.
St. Francis College	Loretto, Pa	20	20	...	...	...	...	...	...	...	...	...
Allegheny College	Meadville, Pa	39	24	7	8	0	7	0	0	0	0	0
Westminster College	New Wilmington, Pa	35	24	5	7	6	...	2	...	2	...	3
Western University of Pennsylvania.	Pittsburgh, Pa	43	21	3	2	3	3	0	0	1	1	9
Lehigh University*	South Bethlehem, Pa	51	5	0	3	28	17	2	2	6	0	4
Swarthmore College	Swarthmore, Pa	73	29	10	...	9	8	5	...	21	17	26
Brown University	Providence, R. I	101	29	36	13	39	...	1	1	3	...	2
Erskine College	Due West, S. C	18	12	3	5	4	...	...	1	1	...	...
Newberry College	Newberry, S. C	26	18	2	5	3	...	...	...	...	...	...
East Tennessee Wesleyan University.*	Athens, Tenn	200	90	40	30	20	20	10	6	...	...	29
Maryville College	Maryville, Tenn	3	...	...	...	...	...	...	...	...	...	...
Mosheim Institute	Mosheim, Tenn	60	...	10	5	50	...	0	0	0	0	0
Central Tennessee College.	Nashville, Tenn	6	0	4	5	0	4	1	1	0	0	...
Fisk University	Nashville, Tenn	8	6	0	1	1	1	0	0	0	0	0
Greeneville and Tusculum College.*	Tusculum, Tenn	70	30	3	2	9	4	7	3	8	4	13
Southwestern University.*	Georgetown, Tex	63	...	36	19	63	27	...	...	...	...	...
Baylor University	Independence, Tex	35	0	4	9	9	9	4	9	4	4	...
Marvin College	Waxahachie, Tex	231	147	12	2	20	0	2	1	5	0	0
University of Vermont and State Agricultural College.	Burlington, Vt	25	20	1	3	2	0	2	1	0	0	2
Middlebury College*	Middlebury, Vt	15	12	2	2	3	...	...	...	...	...	...
Randolph Macon College.	Ashland, Va	127	...	...	...	...	...	...	...	...	...	...
Roanoke College	Salem, Va	50	...	...	...	...	...	...	...	...	...	...
Lawrence University	Appleton, Wis	34	14	11	1	8	6	3	1	0	0	1
Beloit College	Beloit, Wis	24	14	5	3	4	9	0	0	0	0	0
University of Wisconsin.	Madison, Wis	140	...	...	...	...	...	...	...	...	...	...
Racine College	Racine, Wis	15	14	1	1	0	0	...	...	...	...	...
Ripon College*	Ripon, Wis	29	14	6	0	1	1	3	...	2	2	2
Howard University	Washington, D. C	4	3	...	...	1	...	...	...	...	...	...
National Deaf - Mute College.	Washington, D. C	12	4	4	0	7	0	0	0	0	0	0
Total	...	5,505	2,994	530	383	740	310	110	67	112	49	219

* From Report of the Commissioner of Education for 1879.

Statistical summary of students in classical and scientific preparatory courses.

States and Territories.	Number preparing for classical course in college.			Number preparing for scientific course in college.				Total reported.
	In academies (Table VI).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In academies (Table VI).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In preparatory departments of scientific schools (Table X).	
Alabama	31	.....	10	1	.....	.....	79	121
Arkansas	14	.....	22	.....	.....	.....	.....	36
California	486	295	45	403	51	89	34	1,403
Colorado	13	.....	80	.....	.....	.....	.....	93
Connecticut	122	234	.....	25	44	.....	.....	425
Delaware	72	.....	.....	27	.....	.....	.....	99
Florida	40	.....	.....	11	.....	.....	.....	51
Georgia	477	7	40	196	3	5	944	1,672
Illinois	44	253	639	26	79	567	131	1,739
Indiana	99	15	384	107	10	593	117	1,325
Iowa	278	2	606	234	.....	366	45	1,531
Kansas	.....	.....	93	.....	.....	56	.....	149
Kentucky	249	.....	136	150	.....	127	.....	662
Louisiana	8	.....	140	10	.....	95	.....	253
Maine	109	584	.....	41	.....	.....	.....	734
Maryland	113	16	126	83	10	10	.....	358
Massachusetts	132	1,408	60	27	174	.....	.....	1,801
Michigan	39	5	160	18	13	108	.....	343
Minnesota	77	.....	90	81	.....	104	.....	352
Mississippi	244	.....	222	211	.....	165	.....	842
Missouri	94	35	105	109	40	291	232	906
Nebraska	16	.....	110	.....	.....	89	1	216
New Hampshire	120	443	.....	14	53	.....	.....	630
New Jersey	265	148	.....	103	41	.....	.....	557
New York	1,228	944	850	493	257	282	.....	4,053
North Carolina	328	.....	153	100	.....	29	.....	610
Ohio	139	276	896	93	41	592	93	2,130
Oregon	67	.....	228	86	.....	157	.....	536
Pennsylvania	299	573	661	38	60	573	80	2,284
Rhode Island	41	369	.....	10	21	.....	.....	441
South Carolina	37	20	55	8	.....	45	.....	165
Tennessee	254	146	375	175	.....	433	.....	1,383
Texas	131	.....	251	117	.....	104	.....	603
Vermont	207	16	.....	65	12	.....	.....	300
Virginia	85	177	.....	26	14	.....	43	345
West Virginia	20	.....	.....	.....	.....	.....	.....	20
Wisconsin	27	128	142	23	69	195	.....	584
District of Columbia	63	.....	251	4	.....	10	.....	328
New Mexico	26	.....	.....	40	.....	.....	.....	66
Utah	41	.....	.....	105	.....	.....	.....	146
Washington	3	.....	.....	.....	.....	.....	.....	3
Total	6,138	6,094	6,030	3,259	992	5,085	1,709	30,297

Statistical summary of students in institutions for superior instruction (not including students in preparatory departments).

States and Territories.	Number of students in colleges.	Number of students in scientific schools.	Number of students in schools for the superior instruction of women.	Total number of students reported in these institutions.
Alabama	417	150	831	1,398
Arkansas	291	18	.....	309
California	800	169	201	1,170
Colorado	57	114	.....	171
Connecticut	951	190	265	1,406
Delaware	59	.....	37	96
Georgia	469	142	1,567	2,178
Illinois	2,081	303	1,205	3,589
Indiana	1,169	86	62	1,317
Iowa	1,296	218	202	1,716
Kansas	323	276	71	670
Kentucky	1,224	182	1,363	2,769
Louisiana	92	.....	261	353
Maine	431	110	348	889
Maryland	1,146	430	301	1,877
Massachusetts	1,899	668	1,328	3,895
Michigan	1,111	234	44	1,389
Minnesota	351	.....	135	486
Mississippi	284	240	676	1,200
Missouri	1,735	250	1,288	3,282
Nebraska	117	8	.....	125
Nevada	.....	.....	35	35
New Hampshire	247	94	195	536
New Jersey	688	242	277	1,207
New York	3,512	2,165	2,460	8,137
North Carolina	894	24	534	1,452
Ohio	2,621	124	968	3,713
Oregon	502	60	125	687
Pennsylvania	2,454	2,334	968	5,756
Rhode Island	247	.....	.....	247
South Carolina	256	66	260	582
Tennessee	1,920	.....	1,229	3,149
Texas	865	144	568	1,577
Vermont	102	38	95	235
Virginia	793	602	999	2,394
West Virginia	200	.....	223	423
Wisconsin	678	95	281	1,054
District of Columbia	154	.....	.....	154
Washington	117	.....	.....	117
Total	32,553	9,785	19,402	61,740

Table IX presents the statistical summary of 364 colleges or universities. The two words are used interchangeably in the United States; and it will be observed that most of the institutions designated as universities in the table differ in no respect from colleges, while some of the colleges have the characteristics generally implied in the term "university." Thirteen of the institutions reported in the table are not at present doing any work above the preparatory grade. Some, indeed, are not as well equipped and do not maintain as high standards of scholarship as the leading preparatories, yet, by the act of incorporation, they have the power of conferring degrees. This looseness in the use of names and in classification makes it exceedingly difficult to estimate the agencies available for superior instruction in our country, and in each case it is safe to take into consideration all the items noted. The decade has been marked by an increase in the number and by the vigorous growth of institutions which are plainly of the first order.

An examination of my successive annual reports shows a constantly increasing disposition on the part of the institutions to respond to the inquiries of the Office. Of the 364 which appear in the table this year, 18 do not report the date of their charters, 28 do not report the classification of students, 8 do not report the number of students, and 26 do not report the number of years in course. In each instance the number failing to report bears a very small ratio to the whole number. The most incomplete columns in Table IX are those relating to endowments and income, a matter of especial regret, as these items afford a better conception of the provision for liberal education and, by inference, of the comparative advantages offered by the several States than any other data which can be graphically expressed.

PREPARATORY DEPARTMENTS.

The number of scholars reported in the preparatory departments of universities and colleges is 26,138, of whom 6,930 are preparing for the subsequent classical course and 5,085 for the subsequent scientific course. The entire number of preparatory students is only 6,415 less than the number in the collegiate departments.

From the New England States, 180 students are reported in preparatory departments; from the Middle States, 5,214; leaving 20,744 as the number of preparatory students in the colleges and universities of the Southern, Central, and Western States. It would seem that an institution whose professors and funds are employed wholly or chiefly in preparatory work ought not to be allowed the prerogatives of a college. Many allowances, however, are to be made for the irregularity.

The pioneers in the western territory have been ambitious to secure appropriations, endowments, and charters which would place the institutions of the new States on an equality with those of the older States as soon as circumstances should favor the establishment of the requisite standards of scholarship. In other words, the collegiate character of many of these institutions is prospective; meanwhile, they meet the demands of the moment. In many instances the zeal which has led to the establishment of institutions nominally of superior order has not been accompanied by an adequate understanding of the conditions essential to their maintenance. Colleges have been founded where there was no possibility of sufficient patronage from the surrounding population and no prospect of students drawn from distant localities, or where the lack of secondary schools has forced the work of preparation upon the colleges. The disproportion between colleges and preparatory schools in certain sections will be seen by comparisons of Tables VII and IX. For instance, Tennessee has 21 colleges and universities; Massachusetts, with a larger population, reports 7. The former State reports 2 preparatory schools; the latter, 23. When the resources necessary to meet the demands of modern education are considered, it seems that the concentration of means upon a few institutions for superior instruction and the establishment of a sufficient number of vigorous preparatories, both public and corporate, secure to a State the best conditions for liberal education. The disproportion between the several grades of institutions noticeable in many States indicates the necessity for caution

and discrimination on the part of State legislatures in granting charters of incorporation. The multiplication of institutions may be carried to such an excess as to create an unseemly strife for patronage, to the great detriment of scholarly standards and influence.

RELATION OF COLLEGES OR UNIVERSITIES TO PUBLIC HIGH SCHOOLS AND PREPARATORY SCHOOLS.

Michigan University has exercised a marked influence upon the discussions of educational policies through its system of coeducation and its intimate relation to the public schools of the State, both of which features were introduced during the decade. Its action with reference to the former has been noticed under Table VIII. Of the latter the president says, in his report for 1880:

The continuity of the studies in the local schools of the State and in the university suggests a remark on the working of the plan of school visiting and inspection adopted by the literary faculty ten years ago and usually called "the diploma system." According to this plan candidates for admission to the literary department holding the diploma of any Michigan high school which has been visited on the request of the school board by an examining committee of the faculty and approved are admitted to the university without examination. This innovation on old customs, like all innovations and chiefly because it was an innovation, was met at once with severe criticism, and especially by some distinguished educators in the older colleges, fearing, as was alleged, that such a system would bring down the standard of scholarship. Experience, however, just as in the case of the admission of women to the university, an innovation made at the same period, has proved that there was no ground for fear, except that the thing was new and not practised in the mother colleges. Two facts are to be noted among the results: first, the standard of preparation in the high schools, if affected at all, has been elevated rather than lowered; second, the State system of education has become a reality. It is obvious that there can be no system, properly so called, without an actual and living connection and communication among its members. By calling for the visiting or examining committees of the faculty, the high schools have been brought into that vital connection with the university which makes them parts of an actual organism, and, so far as concerns these schools, our State system no longer exists merely on paper.

There are now sixteen of the most flourishing and important high schools of the State holding this relation to the university; and no one can look into the condition of these schools without feeling satisfied that this connection has had the effect both to animate their students to more earnest effort and to encourage and strengthen the teachers, while it has brought about a more perfect unity of plan and method in the schools of the State in general. In short it gives to our schools, otherwise isolated, a bond of union and a centre of life. We are convinced, as the result of an experiment of ten years, that this coöperative plan, especially if entered into by the few remaining schools and thus perfected, will give a character of consistency, solidity, strength, and efficiency to the educational work of the State which will leave nothing further to be desired but the uninterrupted operation and movement of the system.

The following text of the conditions indicates how carefully the system is guarded:

A committee of the faculty will visit, once every year, any public high school in Michigan, on request of its school board, and report its condition to the faculty.

If the faculty shall be satisfied from such report that the school is taught by competent instructors and is furnishing a good preparation for any one or more of our regular courses, then the graduates from such preparatory course or courses will be admitted to the freshman class of the university without examination and permitted to enter on such undergraduate course or courses as the approved preparatory work contemplated.

They must present to the president, within three months after their graduation, the diplomas of their school board, certifying that they have sustained their examinations in all the studies prescribed for admission to one of the three courses, classical, scientific and engineering, or Latin and scientific. They will also be required to appear at once in their classes, otherwise they can be admitted only after examination.

The privilege of admission on diploma is limited to public schools in Michigan, and their school boards must make the application annually.

Since Michigan took the initiative the policy has been generally adopted in the Northwestern States.

The following announcement is made in the register of the University of California for 1880-'81:

The University of California is an integral part of the public educational system of the State. As such it aims to complete the work begun in the public schools. It now desires to place itself in even closer relations and coöperation with the public schools of the State than formerly by receiving, under certain conditions, graduates from high schools without examination.

In 1878, the faculty of Yale College announced the acceptance of the final examination at the Hopkins Grammar School of New Haven in place of the usual preliminary examination by officers of the college for admission to the freshman class. The experiment was made with great caution; a written record of the scholarship of each candidate for his last school year and the papers passed in by him at the last examination, with the marks put upon them by the examiners of the school, were required to be submitted to the faculty. The report of the executive committee of the society of the alumni for 1878 says with refefence to this experiment: "It has not been made entirely clear to the judgment of the faculty that it will be wise to adopt this as a permanent policy toward any school, but it has some obvious advantages, and will be tried again the present summer."

The policy continues so far as the Hopkins Grammar School is concerned, but has not been extended to other preparatories.

In 1876, it was announced in the catalogue of Dartmouth College that "students from such fitting schools as have a regular and thorough course of preparation for college of at least three years will be admitted without examination, on the certificate of their respective principals that they have completed the curriculum of the senior year and have regularly graduated, and that, in addition to the proper moral qualifications, they have mastered the entire requisites for admission, or their equivalents, as set forth in the catalogue."

ADMISSION REQUIREMENTS AND COLLEGE CURRICULA.

The standards of admission in the older colleges have materially changed during the decade. So far as the leading branches of the former requirements, Latin, Greek, and mathematics, are concerned, the changes have been directed rather to improving the quality than to increasing the amount of preparatory work. The principal additional requirements are English language, composition, and literature and elementary science.

The advantages which would accrue to the colleges and the preparatory schools if uniform admission requisites were adopted by the faculties of the leading colleges are recognized, and many conferences have been held in the hope of bringing about this result. With reference to the attitude of the New England colleges on this subject, President Robinson, of Brown University, says, in his annual report for 1880:

The diversities both in kind and amount of requirements for admission to the freshman class existing among colleges have long been a source of annoyance to the preparatory schools, a cause of vexation to students and their parents, and of more than doubtful value to the colleges maintaining them. At the suggestion of Brown University, the Association of Colleges in New England has been discussing the question whether uniformity in these requirements among the ten colleges composing the association[1] be not now both practicable and desirable. After careful discussion and conferences of various committees on the several departments of study, some approach toward the desired end has been made, and it is now hoped that a practicable degree of uniformity will soon be reached. The real difficulties in the way of uniformity are fewer and less formidable than they at first sight appear. The diversities in the requirements have had their origin in no essential difference of views as to what constitutes a liberal education or as to what the colleges ought to do in their efforts to provide it. But they are numerous and serious enough in their influence on the preparatory schools, to say nothing of the colleges themselves, to make it worth while, if possible, to remove them.

[1] Harvard, Yale, Brown, Dartmouth, Williams, Boston, Amherst, Wesleyan, Trinity, and Tufts.

Changes corresponding to those noted in entrance requirements have taken place in the courses and the conduct of college studies. The course in the classics and mathematics has been made more thorough and comprehensive, and the curriculum has been greatly extended in the direction of philosophy, physics, natural science, history, and political economy. These changes are in a measure the natural result of advancing civilization and national importance, but it is also easy to discern in them the effects of the great increase of knowledge in the department of physical science and of the application of such knowledge to important industries.

As a means of bringing this wide range of studies within the ordinary term of college life the system of electives has displaced to a great extent the uniform obligatory course. It is noticeable, however, that the leading colleges do not favor entire freedom in the choice of studies; they offer several equivalent courses leading alike to the bachelor's degree, and the liberty of choice is restricted to these groups, an adjustment which secures thoroughness, unity, and completeness in the course selected.

COLLEGE GOVERNMENT.

The general character of college government has been modified in consequence of changes in public sentiment with reference to the exercise of authority and the advanced age of students resulting from the elevation of standards. In the majority of our colleges discipline and instruction are still regarded as equally binding upon the faculty. They are not only expected to provide the means of knowledge, but to see that the student avails himself of the provision and to keep watch and restraint upon his conduct.

A few institutions afford examples of peculiar modes of government. That of the Illinois Industrial University, known as the students' government, is described as follows by the regent, Dr. John M. Gregory:

The Illinois State University—known as the Illinois Industrial University, founded on the congressional grant of lands—was chartered in 1867, and received its first classes of students in March, 1868. About two years later, one morning in chapel the president, with the concurrence of the faculty, proposed to the students the organization of a students' government.

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A committee of some of the older and more experienced students was appointed to confer with the president and to prepare the draught for a constitution and by laws for the new government. This constitution, finally adopted, provided for the election of a president, vice president, secretary, and treasurer by the body of students, and the appointment of a marshal and three judges by the president. These judges constituted the college court; and all violations of the laws were to be tried by them without jury. The law-making power was vested in the general assembly of the students, but an absolute veto was reserved to the president, or, as he is here called, regent of the university. Laws were made for the preservation of quiet and good order in the dormitory buildings; against gambling, drinking, and keeping intoxicating drinks in the dormitories; against violations of sundry rights of students; and against injury of college property. The penalties consisted of fines varying in amount from a few cents to five dollars. Obstinate culprits and those who refused to pay the fines were to be reported to the faculty, who retained all power to suspend or to expel a student.

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Two or three years later, a new main building and other buildings having been erected and new departments having been established, the work of the university was greatly extended, and the students, now numbering nearly three hundred and fifty, were widely scattered through the neighboring city. The general assembly of the students became too numerous to meet and deliberate on proposed laws; also questions of jurisdiction on and off the college grounds became troublesome. In this juncture a new constitution was formed, providing for the election of a senate of twenty-one members, one-third of whom, after the first election, were to be chosen each term or trimester, the term of service to be one college year. All legislative power was vested in this senate, subject to the veto of the regent and faculty. Amendments of the constitution must be proposed by the senate, but could only be adopted by the general assembly of the students. It was also provided that the authority of the government should extend over all attending students of the university, whether upon the college territory or elsewhere, during term time; and a distribution of the territory into districts for

judicial purposes was made. In the senate all projects for laws were to be introduced as bills, and were required to pass the customary legislative readings. A room, set apart by the faculty, was fitted up by the students as a senate chamber and court room, and regular weekly sessions of both these bodies were ordered. The judges license those students who desire it, and who pass the requisite examination in the constitution and laws, to practise as attorneys in the college court; but no student is debarred from appearing and pleading in his own cause. All officers, except the senators, hold their offices during a single college term. A week before the election, which is held the second Friday of the term, the student-president puts in nomination two candidates for each office and vacancy to be filled. Ballots with these nominations are printed at the public expense, and the voters erase the names which they reject. Independent nominations may be made by any one; and frequently several tickets are in the field. The contests are sometimes warm and exciting, and call out as much electioneering skill and energy as the elections in larger bodies. As a rule, the government candidates are elected; but sometimes popular opposition leaders are carried into power. In few political communities is the ballot more honestly or more wisely used. The best interests of the government are sought, and good officers, if not always the best, are generally chosen.

The experiment introduced into Amherst College during the year is set forth in the following statement:

The whole marking system, as lately in vogue, has been abolished. There is an assignment of rank in the award of diplomas, but the old scale of 100, with its 94 plus, its third, second, and first class, and so on, has utterly disappeared.

No longer is there any such thing as suspension from college or expulsion. The same result is gained in another way, but no punishment is inflicted as such. When the student enters college, so says the new theory, he becomes a party to a contract. He signs the college laws and engages to keep them. It is a promise made voluntarily as one of the conditions upon which he enters college. He makes it as a man knowing what he is doing and intending to keep it honorably, as he would any other pledged word. If this contract is broken by misdemeanor, it is as in the case of other contracts. The relations of the contracting parties cease. The offending student is no longer regarded as a member of college. He made a contract; he broke it. Ipso facto, his connection with college is ended. There is no faculty meeting, no vote of expulsion, no censure. He simply ceases to be a student, and has no more connection with the college than any civilian. He can attend college recitations if he chooses, for they are free to visitors; but he would come only as a visitor; he would never be called upon to recite. He broke the contract, and the parties are as they were before it was made. The case is very simple, and any student can see at once the wholly new relations in which he stands to the faculty.

UNIVERSITIES.

The term university, though used in the United States synonymously with college, is also here as elsewhere the expression of an ideal differing from the college in organization, in methods, and in ultimate purpose. A university in this sense of the word makes provision for the continuance of general culture and also for directing culture to its application in some intellectual pursuit. It is, says Prof. Le Conte, "a collection of the highest professional schools gathered about and united to a system of highest general culture."

Certain of our older colleges, by virtue of their rich endowments, accumulated resources, and relation to the professional schools grouped around them, are prepared to assume the new character, and during the decade a few institutions have been created with distinctive university characteristics. The development of the university in the United States has not followed any single plan, nor does it promise to repeat exactly in any instance the features of either the English or the German system. The several institutions in our country which may properly be regarded as universities in the higher sense of the word present in the main two fundamental plans: (1) the unmixed university; (2) the university and college proper in one organization. The ideal of the unmixed university is an institution the resources of which are wholly devoted to professional training and to a grade of general culture in natural sequence to that represented by the bachelor's degree. By the strict requirements of the ideal its matriculates would be graduates of colleges studying for the second degrees or special students pursuing their studies without reference to degrees. Circumstances have not yet rendered possible an exact adherence to this normal idea.

Institutions of the second order fall again into two classes. The first comprehends the college proper, whose course leads to the degree of bachelor of arts; one or more scientific schools, leading to the degree of bachelor of science; a higher department of general culture, leading to the degrees of master of arts, doctor of philosophy, and doctor of science; and a group of professional schools. The second class comprehends a group of colleges with distinct faculties and courses of study, leading to the bachelors' degrees, and each having its complement in a post graduate and professional school or course leading to a corresponding second degree. Here again it is proper to observe that circumstances have not permitted the complete realization of the ideal, which would require, as pointed out by Professor Le Conte, that the courses of professional study should be strictly post graduate.

With reference to government it is noticeable that as institutions develop more and more the university character the exercise of authority over students is proportionally relaxed. Presumably the student who is a proper subject for university privileges is of an age to be controlled by the customary restraints of society and law; if these are not sufficient he is left to suffer the ordinary consequences.

The growth of universities here briefly outlined has not only increased the means and advanced the standards of higher education in our country, but it has given a great impulse to the work of research and the publication of results. The larger knowledge contributes in many ways to our material and intellectual improvement. Its advantages are seen in the application of science to the development of the natural resources of our country, and its influence is felt in the shaping of public policy and in the general conduct of social life.

In order that this progress may be maintained, liberal benefactions are necessary for the endowment of chairs and of scholarships and the creation of funds for the work of research and for the accumulation of material aids to instruction. In the last direction much has been accomplished during the decade, but the information has not yet been supplied for even an approximate summary under this head.

TABLE X.—SCHOOLS OF SCIENCE.

The following statement shows the number of institutions and departments of this class, with instructors and students, as reported to this Office each year from 1870 to 1880, inclusive. The numbers under 1873, 1874, 1875, 1876, 1877, 1878, 1879, and 1880 include the National Military and Naval Academies:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.
Number of institutions	17	41	70	70	72	74	75	74	76	81	83
Number of instructors	144	303	724	749	609	758	793	781	809	884	953
Number of students	1,413	3,303	5,395	8,950	7,244	7,157	7,614	6,550	13,153	10,919	11,584

TABLE X.—PART 1.—*Summary of statistics of schools of science.*

States	Number of schools.	Preparatory department.			Scientific department.				Number of State scholarships.	Number of other free scholarships.
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.	Number of graduate students.		
Alabama	1	2	79	.....	9	145	5	.....	.....	.....
Arkansas	1	(a)	(a)	(a)	3	18	.....	0	661	.....
California	1	0	0	0	26	70	31	.....	.....	.....
Colorado	1	.....	.....	.....	3	39	12	.....	.....	.....
Connecticut	1	.....	.....	.....	25	161	9	20	27	3
Delaware	1	(a)	(a)	(a)	(a)	(a)	.....	.....	30	.....
Florida	b0	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	5	c15	d704	d240	17	142	.....	.....	469	.....
Illinois	1	2	109	22	23	259	36	8	0	0
Indiana	1	2	78	39	9	76	8	2	0	0
Iowa	1	.....	37	8	23	196	15	7	.....	.....
Kansas	1	.....	.....	.....	12	273	1	2	0	0
Kentucky	1	2	.....	.....	13	e182	.....	.....	300	.....
Louisiana	1	.....	.....	.....	13	.....	.....	.....	.....	.....
Maine	1	0	0	0	8	103	4	3	0	0
Maryland	1	.....	.....	.....	7	e75	.....	.....	.....	.....
Massachusetts	2	.....	.....	.....	44	240	208	19	0	20
Michigan	1	0	0	0	12	209	12	6	0	0
Minnesota	1	.....	(a)	(a)	(a)	(a)	.....	.....	0	0
Mississippi	2	.....	.....	.....	11	e240	.....	.....	.....	.....
Missouri	2	2	10	12	15	72	129	.....	.....	.....
Nebraska	1	4	1	.....	10	8	(a)	.....	.....	.....
Nevada	1	(a)	(a)	(a)	.....	.....	.....	.....	.....	.....
New Hampshire	1	.....	.....	.....	13	43	1	0	12	22
New Jersey	1	.....	.....	.....	13	33	9	.....	40	0
New York	1	0	0	0	49	339	.....	(a)	128	0
North Carolina	1	0	0	0	7	16	8	.....	98	8
Ohio	1	7	74	19	13	60	62	2	.....	.....
Oregon	1	1	.....	.....	3	60	.....	.....	60	.....
Pennsylvania	1	5	61	19	10	52	8	4	.....	.....
Rhode Island	1	.....	.....	.....	(a)	(a)	.....	(a)	46	.....
South Carolina	2	.....	.....	.....	5	66	.....	.....	.....	.....
Tennessee	1	(a)	(a)	0	(a)	(a)	.....	.....	275	0
Texas	1	0	0	0	9	144	.....	0	0	0
Vermont	1	0	0	0	9	16	2	0	0	17
Virginia	2	1	12	.....	35	446	4	.....	300	44
West Virginia	1	(a)	(a)	0	(a)	(a)	.....	.....	60	.....
Wisconsin	1	.....	.....	.....	(a)	95	(a)	.....	0	10
Total	46	43	1,165	359	449	3,878	564	73	2,506	119
U. S. Military Academy	1	0	0	0	51	230	0	0	0	0
U. S. Naval Academy	1	0	0	0	62	355	0	0	0	0
Grand total	48	43	1,165	359	562	4,463	564	73	2,506	119

a Reported with classical department (Table IX).
b College not yet established.
c Includes some instructors in the scientific department.
d Includes some students in the scientific department.
e Includes some students in the preparatory department.

TABLE X.—PART 1.—*Summary of statistics of schools of science*—Continued.

	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Alabama	2,000	.....	1,000	$100,000	$253,500	$20,280	$0	$0
Arkansas	125	50	.....	150,000	130,000	10,400	(a)	(a)
California	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Colorado	116	.....	.....	20,000	.....	.....	.....	13,000
Connecticut	5,000	.....	.....	100,950	265,775	28,157	15,850	.....
Delaware	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Florida	.....	.....	.....	.....	121,400	10,004	.....	.....
Georgia	2,500	500	.....	165,000	242,202	17,914	250	4,000
Illinois	12,517	730	0	400,000	319,000	21,398	10,619	19,314
Indiana	2,000	250	0	250,000	337,000	16,850	1,648	4,500
Iowa	6,000	.....	.....	498,000	500,000	41,000	.....	14,000
Kansas	3,000	.....	300	90,000	290,000	18,089	0	12,500
Kentucky	.....	.....	.....	85,000	165,000	9,900	1,500	17,000
Louisiana	12,000	.....	.....	.....	318,313	14,555	.....	10,000
Maine	4,105	131	.....	143,000	132,500	7,950	0	3,000
Maryland	.....	.....	1,500	100,000	112,500	6,800	12,000	6,000
Massachusetts	2,500	.....	300	522,842	504,785	36,695	43,764	.....
Michigan	6,250	328	300	274,380	327,284	20,517	0	12,040
Minnesota	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Mississippi	.....	.....	.....	105,000	115,000	.....	.....	85,000
Missouri	1,700	22	.....	45,960	.....	5,630	1,078	7,500
Nebraska	(a)	(a)	.....	25,000	.....	.....	.....	8,000
Nevada	.....	.....	.....	(a)	(a)	.....	.....	(a)
New Hampshire	1,200	.....	.....	63,000	100,000	6,000	.....	3,000
New Jersey	(a)	(a)	(a)	(a)	(a)	(a)	(a)	6,000
New York	(a)	(a)	(a)	b253,500	(a)	(a)	(a)	(a)
North Carolina	2,000	.....	.....	(a)	130,000	7,500	(a)	.....
Ohio	1,600	.....	.....	500,000	550,628	33,923	3,798	20,573
Oregon	(a)	.....	(a)	10,000	60,000	5,000	.....	.....
Pennsylvania	3,000	.....	.....	582,000	500,000	30,000	0	0
Rhode Island	(a)	(a)	(a)	.....	50,000	.....	.....	.....
South Carolina	26,500	.....	.....	10,000	.....	11,508	.....	.....
Tennessee	(a)	(a)	(a)	(a)	396,000	23,760	.....	.....
Texas	1,000	.....	.....	212,000	269,000	14,280	4,752	7,500
Vermont	(a)	(a)	.....	(a)	(a)	8,130	(a)	(a)
Virginia	3,000	77	50	362,320	415,238	24,228	100	16,329
West Virginia	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Wisconsin	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Total	98,203	2,088	3,450	5,017,961	6,554,125	450,468	95,359	264,216
U. S. Military Academy	28,208	458	.....	c2,500,000	.....	.....	.....	d319,547
U. S. Naval Academy	20,878	692	0	1,286,490	0	0	0	(d)
Grand total	147,289	3,232	3,450	8,804,451	6,554,125	450,468	95,359	583,763

a Reported with classical department (Table IX).
b Value of equipment.
c Value of grounds and buildings.
d Congressional appropriation.

TABLE X.—PART 2.—*Summary of statistics of schools of science.*

States.	Number of schools.	Preparatory department.			Scientific department.				Number of State scholarships.	Number of other free scholarships.	Receipts for the last year from State appropriation.
		Instructors.	Students.		Corps of instruction.	Students.					
			Male.	Female.		In regular course.	In partial course.	Number of graduate students.			
California	1	2	26	8	5	48	20	.....	.....	.....	30
Colorado	2	.....	.....	.....	8	7	56	.....	.....	.....	(a)
Georgia	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	(a)
Indiana	a1	.....	.....	.....	.....	.....	.....	.....	.....	.....	13,000
Massachusetts	5	.....	.....	.....	103	172	27	2	20	7	.....
Michigan	1	.....	.....	.....	3	7	.....	.....	.....	.....	(a)
Missouri	1	6	b210	.....	(c)	(c)	58	.....	.....	.....	.....
New Hampshire	2	.....	.....	.....	16	50	0	0	0	26	4,000
New Jersey	2	.....	.....	.....	28	197	1	2	0	15	19,314
New York	5	.....	.....	.....	66	1,518	45	33	.....	61	4,500
Ohio	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	14,000
Pennsylvania	6	.....	.....	.....	84	2,252	15	3	.....	.....	12,500
Vermont	1	.....	.....	.....	8	20	.....	.....	.....	.....	17,000
Virginia	4	1	31	.....	15	150	2	.....	50	17	10,000
District of Columbia	a1	.....	.....	.....	3	.....	.....	.....	.....	.....	3,000
Total	35	9	b267	8	330	4,421	224	40	70	120	6,000

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
California	300	.....	.....	.....	.....	.....	.....	.....
Colorado	500	75	.....	$15,000	.....	.....	.....	$10,000
Georgia	.....	.....	.....	.....	.....	.....	.....	(c)
Indiana	900	.....	.....	135,000	$250,000	$15,000	.....	.....
Massachusetts	5,500	300	.....	175,000	1,619,373	83,501	$5,973	.....
Michigan	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)
Missouri	(c)	(c)	.....	129,000	.....	.....	.....	.....
New Hampshire	2,000	100	.....	d1,700	200,000	11,000	2,160	0
New Jersey	5,000	100	.....	650,000	610,000	43,450	19,780	0
New York	7,600	231	.....	2,490,000	150,000	e43,902	36,500	.....
Ohio	.....	.....	.....	100,000	1,250,000	.....	.....	.....
Pennsylvania	41,879	1,066	.....	625,000	.....	22,023	.....	.....
Vermont	3,000	.....	.....	3,000	.....	.....	.....	.....
Virginia	6,430	250	1,500	405,000	20,000	1,200	7,950	25,000
District of Columbia	.....	.....	.....	.....	.....	.....	.....	.....
Total	73,109	2,122	1,500	4,738,700	4,099,373	220,076	72,363	35,000

a Not yet organized.
b Includes a number of female students.
c Reported with classical department (Table IX).
d Value of apparatus.
e Includes receipts from other sources.

RECENT HISTORY OF AGRICULTURAL COLLEGES.

The multiplication and growth of schools of science has been a marked feature in the recent history of education in America. The stimulus which was given to them by the national aid seems not to have expended its force in creating a class of schools for the promotion of agriculture and the mechanic arts. Either that stimulus or the popular sentiment which impelled Congress to give help to higher education has carried forward and deepened the interest in industrial, scientific, and technical instruction. Students are now more frequently choosing lines of study which lead to a life of business activity or to prominent position in industrial pursuits. Colleges that a few years since held strictly to a rigid classical course are feeling the new impulse, and are striving to add to their efficiency by making provision for special instruction preparatory to definite occupations. Men of wealth are endowing schools of science and technology more richly than other institutions; for they believe that the practical education which has now come to the front will do more than anything else to promote the industry and prosperity of individuals and to utilize the resources of the nation. A brief sketch of the field occupied by schools of science ten years ago and a review of prominent changes and additions which have occurred since in connection with them will furnish evidences of their advance.

Colleges of agriculture have greatly increased in number, in favor with the people, and in efficiency. In 1871 there were 31 institutions aided by the national land grant of 1862. Five of these have no longer a place among the aided institutions; these have been superseded by some school created for the exact purpose of the grant or by some other school which seemed to be better fitted to supply the instruction contemplated. Among those which have continued to the present time were State universities planned on a scale so large as to have seemed visionary, but which have proved none too great for the demands made upon them, schools for practical instruction in manufactures and engineering, and colleges of agriculture then possessing definite courses of instruction and farms and gardens for illustration. The University of California had just opened its doors to students, and six colleges had been organized; of these, four were scientific in character; agriculture, mechanic arts, mining, and engineering each claimed one. Cornell University was equally in its infancy. Like the University of California, it offered many courses of study; but its "colleges" were not integral subdivisions of the university, through some one of which the student must pass to obtain a degree, but rather departments of instruction, in several of which the student must be taught before graduation. Special courses could be pursued in a single "college;" elective and general courses carried the undergraduate through many. Large and costly buildings, extensive libraries and collections, and a suitable farm were already the property of Cornell University, and its career was well begun. Another great university was to be found in Illinois; it was more industrial in its purpose than the former institutions, and therefore was named the Industrial University. It had colleges of agriculture, mechanics and engineering, chemistry and natural history, and literature, science, and art. The college of agriculture had two courses, one in agriculture distinctively, embracing plant and animal husbandry, the other in horticulture, including ordinary garden culture, nursery work, orcharding, forestry, and the care of greenhouses. The department of mechanics was not fully equipped. In the Massachusetts Institute of Technology courses had been established in mechanical engineering, civil and topographical engineering, chemistry, mining engineering, building and architecture, and science and literature.

Several of the colleges in existence in 1870 were chiefly devoted to agriculture. Such was the case with those located in Pennsylvania, Maryland, Iowa, Massachusetts, and Michigan. The first three and the last were organized as colleges of agriculture previous to the land grant of 1862, and continued their special work after receiving aid. The Iowa State Agricultural College was reorganized in 1869, with courses of study in agriculture, horticulture, stock breeding, nursery work, engineering (civil, mechanical, and mining), and architecture. There were also normal and

ladies' courses. Extensive farms, commodious buildings, varied collections, and enthusiastic teachers were the noticeable possessions of the agricultural colleges of both Massachusetts and Michigan. Agricultural instruction was the sole aim of each, and manual labor was required of their students. Other institutions were doing work similar to that accomplished by the universities and colleges which have been enumerated. Enough has been said to enable the reader to enter understandingly upon the subsequent history of colleges of agriculture and mechanics.

The years immediately preceding 1870 witnessed great activity among agricultural colleges. New institutions were being organized, but not without heated controversies over their location, character, and internal arrangement. Organized institutions were bending before the storm of popular opposition and endeavoring to strengthen themselves by remodelling their courses and modifying their methods and kinds of instruction. The year 1870 was one of quiet growth. A few colleges moved into new quarters, and commenced a more vigorous life on account of their better facilities for receiving and educating youth. Others either adopted new industrial courses or introduced important changes. The admission of women and the organization and reorganization of institutions made the history of the following year important and interesting. It was by no concerted plan, but rather in accordance with the popular sentiment, sustained by the views of prominent educators and the actual results of coeducation, that at this time many institutions opened their doors to women. In the autumn of 1870, the Illinois Industrial University had received for the first time female students, and united its voice in favor of coeducation with that of the colleges which had already admitted women. Vermont and Pennsylvania next came into rank, and New York, a little behind the others, received women early in 1872; but it was during 1871 that the committee who were to report on the proposal of Henry W. Sage to provide an endowment for a college for women were weighing the arguments for and against coeducation, searching for the truth as to to actual results in institutions in which it had been adopted and arriving at conclusions in its favor.

The institutions which came into being at this time were located in Arkansas, Missouri, and Nebraska. Arkansas established an industrial university, which soon after possessed classical, agricultural, engineering, commercial, and normal courses, and a preparatory department; it was attended by hundreds of students, for most of whom tuition was free. Nebraska likewise provided a State university. It was to contain six colleges, two of which were specially industrial, namely, the college of agriculture and the college of practical science, mechanics, and civil engineering. The university was opened in September, and with it a Latin school, in which preparatory work could be done. Missouri was already in possession of a State university at Columbia, and after a bitter and long continued controversy it was decided to devote the proceeds of the land grant to the establishment of an agricultural and mechanical college in immediate connection with the university, and a school of mines and metallurgy to be located at Rolla, in the midst of the mineral regions of the State, also under the supervision of the university. A farm and $30,000 were given to the agricultural college by the town and county in which it was situated. A faculty was organized and lecturers upon agriculture, horticulture, and mechanics engaged; and at the beginning of 1871 the college was well under way, with some thirty students in attendance. The school of mines was given a location "beautiful for situation," and while its buildings were being erected occupied rooms in the public school building of Rolla, where the director of the school and two assistants gave instruction to twenty-eight students.

Among other changes during 1871 were the rearrangement of the studies in the Maine College of Agriculture and the Mechanic Arts, so that they should supply agricultural, mechanical engineering, civil engineering, and elective courses; the extension of the course in the Rutgers Scientific School from three to four years; the incorporation and endowment of Alcorn University, Mississippi, for the general and scientific education of the colored people of that State; and the erection of a building and

the purchase of an excellent farm for the New Hampshire College of Agriculture and the Mechanic Arts. The farm has proved to be eminently adapted to the purposes for which it was procured, and the experiments which have been conducted upon it under the supervision of an able and practical farmer have been of great value.

In 1872 two independent colleges of agriculture and mechanics were organized, two agricultural departments inaugurated, and many schools added to their means of instruction by an increase of the number of professors and the erection and furnishing of buildings. The new institutions were the Agricultural and Mechanical College of Alabama and the Virginia Agricultural and Mechanical College. The former superseded the East Alabama College, receiving its buildings, property, lands, and students. A general course of study, three years in length, and three higher courses, each two years in length, were arranged. The higher courses were in agriculture, civil and mining engineering, and literature and science. The agricultural course was full and well arranged; a farm was provided and utilized for purposes of illustration and experiment. The college in Virginia received two-thirds of the land grant to that State, and was opened in October. It was an aim of the institution to give students opportunities for labor for the purposes of self help and practice; yet this was secondary to instruction for mental discipline and growth. A course three years in length was adopted. For two years it was to be pursued by all students; in the third, optional studies were provided, which were designed to be preparatory to either farming or mechanics. None of them were of a grade higher than is often found in the public schools. The attendance exceeded one hundred in the first session.

Departments of agriculture were organized in 1872 in Corvallis College, Oregon, and in Claflin University, South Carolina. The latter institution was established a few years before for the education of colored people, and its charter required that the course of instruction should include the usual scientific and general studies, and also such special branches as animal and vegetable anatomy, rural and household economy, horticulture, agriculture, and engineering. It required no change of plan to adapt the teaching of the university to the requirements made by Congress of institutions receiving the land grants. Corvallis College was largely a classical school, and the agricultural department was created by introducing instruction in agriculture itself and its allied sciences. Other occurrences worthy of note were the erection and equipment of shops for the Illinois Industrial University, the closing of the University of North Carolina on account of the failure of the State to furnish promised support, and the organization of a class in practical designing in the Massachusetts Institute of Technology. The course embraced original design, variation of patterns, the making of working drawings, and technical manipulations.

In 1873 the Ohio Agricultural and Mechanical College was organized; a branch agricultural college established in the northern part of Georgia and connected with the State university; the Kansas State Agricultural College reorganized; the courses of study in the Nebraska State University revised; a shop for wood-working and equipments for farm and machine shop provided by Cornell University; a large and commodious building erected as a home for the Hampton Normal and Agricultural Institute; and the University of California removed to its permanent quarters at Berkeley.

The Ohio college was established on a basis purely industrial. Nine out of ten professorships were directly connected with agriculture or the mechanic arts. Every effort was put forth to have them filled with men of eminent ability and experience. An excellent farm of 320 acres at the capital of the State was provided, the erection of buildings commenced, and in September the first session opened with seven professors and thirty students. In the reorganization of the Kansas Agricultural College the industrial departments were given great prominence. The farm had been enlarged to more than four hundred acres, and was ready to furnish opportunities for practical instruction in agriculture and to afford chances for remunerative manual labor. A nursery had been established. Plans were laid for the organization, as time and money would permit, of other departments, in which carpentry, blacksmithing,

painting, wagon making, turning, carving and engraving, stenography, photography, sewing, and printing should be taught. Three additional professorships were established.

The history of agricultural colleges in 1874 is marked by many changes, and a few new schools were organized. Purdue University, the institution to which the land grant in Indiana was given, was opened provisionally in March and formally in September. It was divided for purposes of instruction into schools of natural science, engineering, agriculture, and military science. The student in the school of natural science might choose a course in which either physics and industrial mechanics or chemistry or natural history should predominate. The three courses in the school of engineering were preparatory to civil engineering, mining engineering, and architecture; those in the school of agriculture, to horticulture, agriculture, and veterinary science. Among the buildings erected were a boarding house, dormitory, laboratory, military hall and gymnasium, and a temporary workshop. A farm had already been provided. The funds of the university, which included the land grant fund, $150,000 donated by the founder of the institution, and over $100,000 given by the State and county, were ample to insure success.

Agricultural colleges were also organized in Louisiana and Nevada. Early in the year the legislature of Louisiana made provision for an institution to receive the benefit of the land grant and to carry out its purposes. A battleground owned by the State was set apart for the location of the college, and plans were made for the erection of buildings. Meanwhile the college was opened in the Louisiana University, and students, nearly all preparatory, were received. The college was organized on a military basis. The organization of a university in Nevada was beset by many difficulties. The unsettled condition of the State and the migratory character of its inhabitants caused the postponement of the scheme from year to year. In 1874 the university was opened as a preparatory school, and received a class of bright and earnest students. The Michigan State Agricultural College enjoyed the benefit of many minor improvements during this year. Its grounds were beautified, its buildings repaired, a greenhouse completed, houses for the president and two professors erected, and the appliances of the farm increased. With the general improvement of the farm, the educational features of the manual labor system were more nearly perfected. The Illinois Industrial University established a fine art gallery, continued to improve its facilities for instruction, and formally opened its school of domestic science.

Very few changes were reported for the year 1875. A shop was provided for the mechanical department of the Virginia Agricultural and Mechanical College and furnished with benches and tools, machines, and a steam engine. Plans for two college buildings were adopted, and their erection commenced, the corner stone of one of them being laid on the occasion of the graduation of the first class from the institution. The Kansas State Agricultural College was removed to its new buildings and its industrial departments, sixteen in number, were all in operation. In connection with the Arkansas Industrial University, several minor improvements were made and a branch normal department was opened. The University of North Carolina was reorganized and reopened, as the proceeds of the land grant had been made available for purposes of education.

In 1876 a school was started in connection with the Massachusetts Institute of Technology, which differed materially from any school of mechanics in the country. It offered a two years' course of study and shop work for persons desiring to become master mechanics. The studies of the first year were algebra, plane geometry, rhetoric, and composition and drawing; of the second year, algebra, solid geometry, English literature, French, and drawing. Twelve hours of shop work a week were required of each class. Practice and instruction were to be had in carpentry and joinery, wood turning, pattern making, vise work, forging, foundry work, and machine tool work.

The year witnessed also the establishment of the State Agricultural and Mechanical

College of Texas. An enactment of 1871 had required this, but sufficient appropriations had not been granted. The legislature of 1876 was friendly to the college and appropriated $40,000 for putting it into immediate and successful operation. In the autumn it was opened, but with few students. Four courses of study were determined upon, viz, agriculture, mechanics and engineering, languages and literature, and military tactics. In North Carolina a station for agricultural experiments and an office for the control of commercial fertilizers was created.

The current of change for 1877 was turned toward the revision of courses of study; five institutions at least either modified existing courses or added new ones. The Maine State College of Agriculture and Mechanic Arts modified its courses so as to equalize the amount of work required of students in each. For two years the studies in all were essentially the same; afterward they were divided into courses in agriculture, civil engineering, mechanical engineering, chemistry, and science and literature. This course in science and literature was adapted to the needs of those who desired practical education for other employments. The East Tennessee University, at the time of receiving the land grant, adopted agricultural, scientific, and classical courses of study. Those courses were enlarged in 1877 and received the name of colleges, the colleges being equal in rank, but having their own course of study and corps of instructors. The University of Wisconsin established for the first time a course in practical mechanics and fitted up a machine shop for illustration and practical work. Ten hours' labor was required each week. The method of instruction was modelled after that of the best eastern institutions. The Ohio Agricultural and Mechanical College established and equipped a department of mining and metallurgy. The outfit was furnished by an ample appropriation from the State. All the facilities of a well equipped mining school were provided and a course was laid out which included mining, preparation of the ore, and its metallurgical treatment as its principal subjects. In the Illinois Industrial University the school of domestic science, which had been organized three years before, was first given rank among the regular schools in the college of natural science. Another school, organized about this time, was intended to give instruction in the principles of art and design and in art composition. In the Iowa Agricultural College a course in cookery was established as an outgrowth of the course of lectures which had been given on matters in housekeeping to the ladies in the junior class during the five previous years.

The Agricultural and Mechanical College of Louisiana was this year united with the State University, so that the State might have a single central institution offering instruction in all kinds and grades of university study. General instruction in literature, science, art, and industrial and professional pursuits, and special instruction for the professions of agriculture, the mechanic arts, mining, military science and art, civil engineering, law, medicine, commerce, and navigation, were required to be given.

In 1878 the Agricultural and Mechanical College of Kentucky was detached from the State University. It was agreed between the two institutions upon separation that the college should have control of the buildings and apparatus which had been used by it when a department of the university, that it should receive a generous share of the land surrounding it, and that the students in the department of arts and sciences in the university should be allowed free tuition in the agricultural college, and vice versa. A classical course was added to the scientific previously existing and commercial and normal departments were established.

The extension of the educational privileges of Hampton (Va.) Normal and Agricultural Institute to Indian youth is worthy of notice. Previous to this time its efforts had been directed to the instruction of colored youth of both sexes in agriculture and the mechanic arts, in elementary branches, and in normal work. A three years' course of study and instructive manual labor had been provided. The girls were taught housework; the boys, farming and mechanical pursuits. The Indian youth were entirely ignorant, and were taught the most elementary branches by the simplest methods. Reading, speaking, arithmetical studies, and simple forms of labor occupied the greater part of their time.

Other events of the year were the extension of laboratory privileges to women by the Massachusetts Institute of Technology, and the establishment of a farmers' course in the Agricultural College of Vermont, for the purpose of teaching, during the winter months, agricultural chemistry, entomology, stock breeding, dairying, fruit culture, and similar subjects.

The Colorado State Agricultural College was opened in 1879. It had a single course, covering five years, which included no studies but those pertaining directly to a practical education. Three professors were appointed; the farm was made ready for experimental and illustrative work, and a series of farmers' institutes planned, by which the benefits of the college could be extended to others than the students in attendance.

During the year Tennessee adopted, as a State institution, the East Tennessee University, of which the Agricultural College had been a part. A board of visitors was provided in which all parts of the State are represented in the administration of the university. The faculty was reorganized and increased and nine courses of study were determined upon, of which two were general, five special, and two partial. Normal, business, and graduate courses have also been established.

It was the policy of the State of Georgia to distribute the benefits of the land grant fund; accordingly it had, for several years, given aid to three institutions. In 1878 it added three more. Two of these were opened in 1879; the other, in 1880. All were made branches of the State University and received a share of the income. Their instruction was secondary and preparatory, rather than collegiate; teachers, rather than farmers or professional men, were to be educated in them.

The Massachusetts Agricultural College was reorganized on a less expensive basis, the number and salaries of the professors being reduced and their work increased.

During the current year (1880) two agricultural colleges have been opened. One of them is in Mississippi, the other in South Carolina; both are for whites only. The Agricultural and Mechanical College of Mississippi, located at Starkville, opened its doors to students in October; a month afterward 240 students were in attendance, all portions of the State being represented. A single course of study, covering two preparatory and four collegiate years, was adopted. Agriculture, rather than mechanics, was the subject of practical instruction. A farm of 800 acres has been procured and is being prepared for use in illustrating instruction and making experiments. A school of mechanics will be organized as soon as funds will permit.

The legislature of South Carolina, in 1878, provided for a State University, to be composed of Claflin College, the institution for colored people which received aid from the land grant, and the South Carolina College of Agriculture and Mechanics. The control of the two institutions was committed to a board of trustees, consisting of State officers and persons chosen by the legislature. The latter institution opened in the autumn of 1880 with a good number of students in attendance. The faculty had four members, including the president and excluding the foremen of shop and farm. A single course of studies, mostly elementary, was arranged to cover three years. The education to be obtained within its walls is decidedly industrial. Not only there, but in several other institutions, shops have been equipped during the year, and mechanics have received no small stimulus in this and other directions.

The changes of the past ten years may be briefly summed up as follows: Twenty-one departments, schools, and colleges have been organized to carry out the objects of the land grant of 1862 and to receive the aid which it renders. The departments are four in number. Of the schools and colleges about one-half are independent institutions and the remainder branches of universities, generally located apart from the central institution. Six of the separate schools are distinctively industrial; the others give preference to general education. Greater advances have been made in mechanical than in agricultural instruction. Eight institutions have either provided and equipped shops or greatly enlarged and improved those already in use. Work in them is conducted upon systematic principles, and both practice and instruction vary more in amount than in kind. Uninstructive manual labor is encouraged only when the circumstances of the student compel it. The number of instructors has more than

doubled, and the students have increased nearly fourfold. The property of many institutions has been greatly augmented by donations, bequests, and appropriations. Graduates have multiplied, and those who have gone forth have generally entered upon industrial pursuits or engaged in teaching.

At present there are 46 institutions aided by the national land grant. They have nearly 500 instructors, of whom about one-fifth give instruction in agriculture, mechanics, chemistry, and allied sciences. About one-third of the 4,515 students in attendance are pursuing courses of study which deal with the industries. Nine institutions have single fixed courses of study. Six of these courses are four years in length and three cover three years. Usual studies in the first year are algebra, geometry, drawing, botany, agriculture, history, and English studies; in the second year, trigonometry, surveying, mechanics, agriculture, chemistry, and natural sciences; in the third year, chemistry, agriculture, horticulture, mechanics, physics, geology, physiology, and entomology; in the fourth year, mental science, logic, constitutional law, political economy, history, astronomy, engineering, veterinary science, and agriculture.

Of the institutions which offer several different courses, 21 have courses in agriculture, 14 in practical mechanics, 11 in chemistry, 7 in either mining and metallurgy or both, and 3 in architecture; horticulture, veterinary science, and industrial art are given full courses in one or two institutions. The courses in agriculture are similar to those prescribed for the scientific departments of colleges. In them agriculture is substituted for such general or technical studies as may be omitted without impairing the industrial value of a course. History, literature, mathematics, modern languages, and natural sciences are retained as forming a substantial part of the education which prepares for intelligent agriculture. No relation seems to have been discovered between one branch of agricultural study and another, upon which to base a classification of them for the purpose of consecutive study. Subjects pursued in the freshman year in one college are found in the senior year of another. This is a glaring defect in agricultural education, and the best method of remedying it is a question which may well occupy the minds of those administering agricultural colleges.

It would be of interest to outline the theoretical and practical instruction afforded in chemistry, mining, mechanics, and branches connected with industrial work. The first subject has been treated at length in a circular of information recently issued by the Office. Equal space would need to be given to the other subjects if they should be exhaustively presented. This cannot be done in an annual report; neither would such a statement be necessarily included in a historical sketch of colleges of agriculture and the mechanic arts.

RECENT HISTORY OF SCHOOLS OF SCIENCE NOT ENDOWED BY THE NATIONAL LAND GRANT.

The schools of science have much the same history as the colleges of agriculture and the mechanic arts. Relatively fewer changes have occurred in existing institutions and more new schools have been established. When once established, there is not so much cause for deviation from original plans. They are endowed, not by money under governmental control, but by the generosity of individuals. Their course is laid, not to suit the general demand, but to advance education in special lines. Their trustees are not men elected by the people or appointed by public authority, but persons in sympathy with the ends and aims of the institution under their control. Several institutions were organized at so early a date that they had ceased to be experiments and had assumed a permanent character. The Rensselaer Polytechnic Institute had been in successful operation more than forty years at the commencement of the last decade, and other scientific schools had been pointing out the best methods and demonstrating the value of educational efforts in the field of science. Though these schools do not change frequently or materially, they continue to grow. A few exceptions may have occurred, as where a more richly endowed institution has over-

shadowed one of earlier beginning or where the industrial development of a section of country has not progressed as rapidly as the pioneers of education anticipated. In most institutions, departments of study have been added; faculties have larger numbers, more experience, and better education; appliances have been increased, and facilities for instruction improved. The organization of eight institutions for special scientific and technical instruction has been effected during the last ten years, and several others have been chartered. Each one has been established for a particular purpose, and no two seem to be identical in plan or entirely similar in their courses of study and methods of instruction.

The John C. Green School of Science, Princeton, N. J., was organized in 1873, in order that the students at Princeton College might have opportunities for thorough training in the methods and principles of modern science. Two courses of study were adopted at the outset, one of three years for the candidates for the degree of bachelor of science, the other for those studying with a master's degree in view. Two years later a department of civil engineering was added. Its course was similar to the undergraduate course in science during the first year, but nearly half of the time during the last two years was set apart for engineering work. In 1876, a department of architecture was established. Its special studies included mechanical and free hand drawing, perspective and coloring, history of architecture and art, orders and composition in them, and lectures upon æsthetics and art; landscape gardening, roads, and draining were among the practical branches. All the undergraduate courses are now four years in length. The museums and laboratories are well equipped, and an elegant and commodious building was erected the same year the school opened and enlarged in 1877.

The Bussey Institution, at Jamaica Plain, Mass., is a school of agriculture and horticulture, which was established as a department of Harvard University in 1871. Professorships of horticulture, agricultural chemistry, and applied zoölogy were founded, and instructors in farming and entomology appointed. The course of study was to cover three years, a part of the instruction being given in the Lawrence Scientific School of Harvard University. It is intended to prepare young men to become practical farmers, gardeners, florists, or landscape gardeners, or to become instructors in the subjects presented in the school, or to be made familiar with some special branch of agriculture, horticulture, or applied zoölogy.

In 1872 the Towne Scientific School was organized as a department of the University of Pennsylvania. Scientific instruction had been given previously, but the existence of a department of science seemed necessary to the completeness of a university located in the midst of mining and manufacturing interests. Courses of study were arranged in analytical and applied chemistry and mineralogy, geology and mining, civil engineering, and mechanical engineering. Each was four years in length, but the studies of the first two years of each course were the same. Two courses of study have since been added, one in drawing and architecture, the other preparatory to medical studies. Post graduate instruction is given in chemistry and metallurgy, geology, civil engineering, dynamic engineering, physics, and architecture. All means of instruction and illustration are at hand; and the extent of its endowment, the reputation of its faculty, and the number of its students have indicated its success.

Another recently organized technical school is the Stevens Institute of Technology, at Hoboken, N. J. Its sole object is the training of mechanical engineers. For this purpose it has a course of study and shop practice four years in length. The studies are those which give general instruction and prepare for professional training. Of the former class are rhetoric, literature, and the modern languages; of the latter, mathematics, physics, chemistry, and natural sciences. Mechanical drawing forms a department of its own. Mechanical engineering is taught theoretically and practically. The character, methods of production, and the uses of the materials of construction, the principles of mathematical and physical science in their applications, the theory and practice of the design and construction of machinery, and the methods

of operation, preservation, and repair are subjects considered in the lecture room and illustrated in the laboratories. A machine and carpenter shop, an iron and brass foundry, and a blacksmith shop enable the student to obtain a knowledge of existing appliances, methods, and processes, and a fair degree of skill in the same.

It is little more than a year since the Manual Training School of Washington University, St. Louis, Mo., was established. In it mental work and manual labor occupy about equal shares of the student's time. The course of instruction covers three years. Mathematics (including surveying and mechanics), drawing, book-keeping, physics, physical geography, literature, history, and political economy are the principal studies. The practical instruction in shop work includes carpentry, wood turning, pattern making, iron clipping and filing, forge work, brazing and soldering, and the use of machine shop tools. The construction and management of the steam engine is also carefully studied. All the shop work is done for the training it affords. A few articles are made for the use of the school or the university; none are manufactured for the market. A carpenter shop, a pattern shop, a blacksmith shop, and a machine shop have been provided and so thoroughly furnished that the student may become acquainted in them with all the fundamental operations of practical mechanics.

TABLE XI.—SCHOOLS OF THEOLOGY.

The following is a comparative statement of the number of schools of theology (including theological departments) reporting to this Bureau each year from 1870 to 1880, inclusive, with the number of professors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.
No. of institutions	80	94	104	110	113	123	124	124	125	133	142
No. of instructors	339	369	435	573	579	615	580	564	577	600	632
No. of students	3,254	3,204	3,351	3,838	4,356	5,234	4,268	3,965	4,320	4,738	5,242

Statistical summary of schools of theology.

Denomination.	Number of schools.	Number of professors.	Number of students.
Roman Catholic	21	124	1,146
Baptist	21	88	956
Presbyterian	16	78	675
Lutheran	16	51	494
Protestant Episcopal	15	65	278
Methodist Episcopal	13	52	555
Congregational	11	69	361
Christian	5	9	131
Unsectarian	3	19	133
Cumberland Presbyterian	3	10	122
Reformed	3	8	52
Universalist	2	11	49
United Presbyterian	2	7	69
Methodist Episcopal (South)	2	7	63
Free-Will Baptist	2	7	46
New Church	2	4	4
African Methodist Episcopal	1	7	16
Unitarian	1	6	12
Reformed (Dutch)	1	5	35
Moravian	1	3	28
United Brethren	1	3	17
Total	142	633	5,242

TABLE XI.—*Summary of statistics of schools of theology.*

States.	Number of schools.	Corps of instruction.	Endowed professorships.	Students.				Library.		Property, income, &c.		
				Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at commencement of 1880.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.
Alabama	3	3	....	61	4	.....	8	900	125	$12,500	.....	$2,370
California	2	10	3	14	....	2	8	7,600	50	95,000	$55,000	.....
Connecticut	3	32	10	141	7	118	33	33,300	.....	415,000	307,756	27,650
Georgia	2	5	....	122	....	.....	.....	600	.....	10,000	.....	.....
Illinois	17	58	22	532	8	137	88	48,634	2,165	572,000	868,704	47,206
Indiana	3	7	....	60	14	.....	11	.....	.....	.....	.....	.....
Iowa	4	12	4	68	4	1	3	1,200	.....	13,862	.....	5,772
Kansas	1	2	....	2	0	.....	2	3,550	0	25,000	.....	.....
Kentucky	5	21	5	193	7	24	22	27,800	550	94,000	227,000	14,500
Louisiana	3	3	....	64	.....	.....	.....	.....	.....	.....	.....	.....
Maine	2	9	5	48	....	13	4	17,200	200	85,000	186,000	12,500
Maryland	5	35	....	381	.....	.....	.....	66,000	8,500	80,000	.....	.....
Massachusetts	7	55	14	262	12	173	76	85,750	925	706,000	1,501,710	90,226
Michigan	1	3	1	26	....	4	2	5,000	200	.....	20,000	1,800
Minnesota	3	13	....	67	....	.....	3	1,000	.....	25,000	.....	.....
Mississippi	3	8	....	46	1	.....	1	1,500	200	5,000	.....	.....
Missouri	3	13	....	144	1	.....	24	9,650	70	60,000	40,000	.....
Nebraska	2	4	1	7	....	.....	.....	.....	.....	10,000	5,000	500
New Jersey	5	37	16	303	10	192	76	80,416	3,011	1,015,000	1,300,000	75,219
New York	12	69	24	662	34	290	126	111,021	5,230	970,000	1,891,002	119,558
North Carolina	4	10	....	87	....	8	2	5,000	275	63,000	.....	.....
Ohio	14	56	14	281	27	102	36	37,642	200	765,867	265,400	38,895
Pennsylvania	15	77	23	509	19	221	92	101,589	263	570,378	1,323,111	80,356
South Carolina	3	6	....	97	....	.....	....	22,295	1,372	30,000	.....	21,236
Tennessee	7	25	5	212	....	2	26	13,200	200	215,000	220,000	15,500
Texas	2	8	....	25	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	4	16	9	163	....	50	35	25,000	305	90,000	262,000	17,900
Wisconsin	5	25	1	340	1	3	31	17,496	152	254,000	55,000	5,700
District of Columbia	2	11	1	86	....	5	10	1,800	.....	40,000	.....	.....
Total	142	633	158	5,093	149	1,345	719	725,143	33,993	6,221,607	8,537,683	576,807

TABLE XII.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1870 to 1880, inclusive, with the number of instructors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.
Number of institutions	28	30	37	37	38	43	42	43	50	49	48
Number of instructors	99	129	151	158	181	234	218	175	196	234	229
Number of students	1,653	1,722	1,976	2,174	2,585	2,677	2,664	2,811	3,012	3,019	3,134

TABLE XII.—*Summary of statistics of schools of law.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1880.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama	1	3	20	.....	12	.....	.....	.....	.....	.....	.....
California	1	3	181	.....	0	.....	.....	.....	$100,000	$7,000	$1,500
Connecticut	1	17	64	34	.....	8,200	.....	.....	10,000	564	6,785
Georgia	2	8	8	.....	4	600	.....	.....	.....	.....	420
Illinois	3	13	151	27	45	.....	.....	.....	.....	.....	7,180
Indiana	1	3	.....	.....	3	.....	.....	.....	.....	.....	.....
Iowa	3	13	193	20	134	2,500	.....	.....	.....	.....	6,161
Kansas	1	14	18	0	8	.....	.....	.....	.....	.....	325
Kentucky	3	10	50	10	28	2,590	25	.....	.....	.....	2,300
Louisiana	2	8	59	.....	9	26,000	.....	$10,000	.....	.....	3,000
Maryland	1	4	60	50	33	.....	.....	25,000	.....	.....	.....
Massachusetts	2	20	307	164	52	18,000	500	.....	55,457	5,528	23,700
Michigan	1	5	371	51	175	4,037	100	.....	.....	.....	.....
Mississippi	1	6	20	.....	19	1,000	.....	.....	.....	.....	650
Missouri	2	12	119	31	35	3,500	.....	20,000	.....	.....	7,120
New York	4	23	661	304	263	14,045	823	20,000	.....	.....	55,231
North Carolina	3	5	27	.....	5	1,200	.....	.....	.....	.....	.....
Ohio	2	8	124	35	51	2,100	250	.....	.....	.....	8,000
Pennsylvania	2	5	140	.....	49	.....	.....	.....	.....	.....	9,000
Tennessee	3	9	88	4	39	500	.....	.....	.....	.....	6,800
Virginia	3	10	133	.....	24	3,000	.....	.....	.....	.....	10,065
West Virginia	1	1	5	.....	.....	.....	.....	.....	.....	.....	.....
Wisconsin	1	7	72	11	33	1,228	.....	.....	.....	3,000	1,812
District of Columbia	4	22	265	17	68	214	14	20,000	.....	.....	3,984
Total	48	229	3,134	758	1,089	88,712	1,712	95,000	165,457	16,092	152,303

The summary of statistics shows that those who are preparing for the legal profession are resorting largely to schools in preference to studying in the offices of attorneys; in many instances, students advantageously combine office work and instruction in a law school. This tendency is to be expected and encouraged. In schools systematic training is received. Less opportunity is afforded for desultory and spasmodic reading. Regular habits of study are required. Examinations to be passed give steadiness and thoroughness to the work. Companions awake emulation. The desire for the respect of the professors, who are oftentimes men of influence at the bar, is a further stimulus to faithfulness, and they are ready to aid in the understanding of intricate questions. The underlying principles of law are given an attention which corresponds with their relative importance. Actual practice is illustrated in the moot court which is found in each school. And it is a source of pleasure to be associated in study with those who will be associates at the bar.

WORK OF LAW SCHOOLS.

The conditions of admission to most law schools are very few. Ability to pursue the studies is expected. Progressive and thorough schools know that the difficulties of

law study cannot be mastered by untrained minds, and therefore are requiring at least a good English education of applicants. Admission to the Columbia College Law School is granted only after a successful examination in Greek, Roman, English, and United States history, Latin, and rhetoric. At Harvard French, or, at the discretion of the faculty, some other language, may be substituted for Latin. A collegiate education is always accepted as a sufficient preparation for law study. The average amount of time which the student is expected to spend in attendance upon lectures and recitations *in course* occupies three hours each day, and five hours each week are given in addition to special lectures and the moot court. In many law schools lectures are preferred to recitations. This seems to be the case in those schools which have able faculties who devote themselves wholly or chiefly to the work of instruction. Where the professors have not time or opportunity to present subjects as well as they are presented by the standard writers, a lesson in a text book is assigned and an examination of the student's knowledge of it made. This gives opportunity for the students to ask questions and the professor to make comments. A combination of lectures and recitations is adopted by the majority of schools. For instance, in the Boston University School of Law, the junior and middle classes each have a recitation and lecture daily; the senior class, only a lecture. Students are usually allowed to attend free of expense the exercises of classes less advanced than that to which they belong.

Schools of law are departments of universities or colleges. Sometimes they are not located at the same places as the institution with which they are connected. The Albany Law School is a department of Union College, located at Schenectady, N. Y. Hastings College of the Law, San Francisco, is a department of the University of California, which is established at Berkeley, in an adjacent county. The law schools of Washington, D. C., are in the central part of the city, while the universities are in the suburbs. By such a difference of location the schools are more accessible to students, and give them a better chance to attend the courts, which are almost constantly in session in large central cities. Opportunities are thus offered for the student to obtain work in law offices and to observe actual practice, both of which are valuable supplements to his course of studies. When the university and its school of law are at the same place, the members of the latter are allowed many general privileges, such as free admission to lectures in other departments and the use of libraries. The catalogue of the law department of Yale College says: "Members of either class can attend the lectures of professors to undergraduates in other departments of the college, whenever it is compatible with their other engagements;" and, with a few exceptions only, without charge. Similar privileges are known to exist, to a greater or less extent, in Mercer University, Macon, Ga.; Chicago University, Chicago, Ill.; Northwestern University, Evanston, Ill.; University of Notre Dame, Notre Dame, Ind.; University of Louisville, Louisville, Ky.; Harvard University, Cambridge, Mass.; Columbia College, New York City; Cincinnati College, Cincinnati, Ohio; and University of Pennsylvania, Philadelphia, Pa.

The text books used in the leading subjects of study do not vary greatly in different schools. Blackstone is the central figure in nearly all. Kent is commonly used. Robinson's Notes on Elementary Law and Walker's American Law are being introduced somewhat. The favorite authors seem to be, on torts, Bigelow and Cooley; criminal law, Bishop and Wharton; domestic relations, Schouler; corporations, Angell and Ames; real property, Washburne and Williams (the former being much more generally used); contracts, Bishop and Parsons; mercantile law, Smith; agency, Story; bills, Byle, Parsons, and Story; equity, Bispham and Story (the former being in more common use); pleading, Stephen; evidence, Greenleaf and Stephen (preference being given to Greenleaf); constitutional law, Cooley; international law, Woolsey; admiralty, Conkling and Parsons. In a few instances one or more of the professors prepare text books on the subjects they teach. These are especially adapted to the laws of the State and the requirements of the students.

The examination of students for graduation is usually much more severe than any

other they are called upon to pass, and sometimes is the only one. Several schools give prizes to the persons passing the best final examination; others, to those averaging best in all examinations; and still others, to those presenting the best thesis. The giving of prizes for excellence of examination or in writing a thesis is a favorite method of stimulating both school work and collateral studies.

All the schools give the degree of bachelor of laws, LL. B. Generally this admits to the bar. Such is not the case in Massachusetts, New York, some other States, and the District of Columbia. Advanced courses of study are given in the law department of Yale College, the law department of the State University of Iowa, the Boston University School of All Sciences, Columbian University Law School, law department of Georgetown University, and the law department of the National University. In the last three schools a year of study added to the usual course and successful examination in the subjects considered entitle the student to the degree of master of law. The advanced course in the law department of the State University of Iowa is one year in length, and no degree is given to those completing it. The graduate course in the law department of Yale College occupies two years, and is open to those having the degree of LL. B. in course. A year of study on subjects supplementary to those pursued in the undergraduate course is required of candidates for the degree of M. L. Candidates for the degree of D. C. L. must pursue another year of study, and only those bachelors of law are admitted as candidates for this degree who have received the degree of bachelor of arts, of philosophy, or who ranked in the first quarter of their class according to their average marks at their final examination for the degree of LL. B. at Yale College. Candidates for the degrees of master of laws and doctor of civil law in Boston University must already have received the degrees of bachelor of arts and of laws. The candidate for the degree of doctor of civil law must present himself at not less than four annual examinations, and pass in the science and history of jurisprudence, Roman law, international law, constitutional law, origin and science of government, and history of institutions, and present an original thesis. The equivalent of half these requirements is necessary to be accomplished by candidates for the degree of master of law.

TABLE XIII.—SCHOOLS OF MEDICINE.

The following is a comparative statement of the number of schools of medicine, dentistry, and pharmacy reported to the Office each year from 1870 to 1880, inclusive, with the number of instructors and students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.
Number of institutions	63	82	87	94	99	106	102	106	106	114	120
Number of instructors	588	750	726	1,148	1,121	1,172	1,201	1,278	1,337	1,495	1,600
Number of students	6,943	7,045	5,900	8,681	9,095	9,971	10,143	11,225	11,830	13,321	14,006

TABLE XIII.—*Summary of statistics of schools of medicine, of dentistry, and of pharmacy.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who are graduate students.	Graduates at the commencement of 1860.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
I. MEDICAL AND SURGICAL.											
1. *Regular.*											
Alabama	2	14	70	2	24	500	.....	$125,000	.....	.....	$3,500
Arkansas	1	16	22	.....	10	.....	.....	10,000	.....	.....	1,500
California	2	26	94	.....	7	.....	.....	60,000	.....	.....	9,794
Connecticut	1	18	25	6	4	.....	.....	.....	$29,102	$4,251	3,855
Georgia	4	54	330	5	92	10,600	250	94,000	.....	.....	15,323
Illinois	3	79	774	189	192	.....	.....	136,000	.....	.....	60,500
Indiana	5	65	330	5	170	1,200	400	12,200	1,000	50	15,554
Iowa	2	24	289	.....	100	300	.....	50,000	.....	4,250	14,750
Kentucky	4	42	578	12	139	4,000	.....	67,000	.....	.....	25,678
Louisiana	1	7	193	.....	50	2,000	.....	75,000	.....	.....	14 489
Maine	2	25	119	17	.....	4,500	.....	25,000	.....	.....	.....
Maryland	2	35	509	.....	146	2,000	.....	80,000	.....	.....	.....
Massachusetts	2	58	241	115	45	2,100	100	.....	112,804	62,052	51,986
Michigan	3	35	500	38	120	500	.....	30,000	.....	.....	6,771
Missouri	5	69	561	2	163	1,255	5	105,000	1,000	100	37,101
New Hampshire	1	15	89	8	26	1,500	.....	40,000	.....	.....	5,500
New York	8	210	2,137	239	610	5,055	.....	273,970	5,000	.....	13,241
North Carolina	1	3	9	1	9	400	.....	.....	.....	.....	.....
Ohio	7	94	1,039	20	198	5,000	100	185,000	.....	.....	30,376
Oregon	1	9	33	.....	13	10	2	.....	400	.....	2,900
Pennsylvania	8	84	1,066	91	300	5,000	230	300,000	50,000	3,000	43,466
South Carolina	1	10	72	.....	25	.....	.....	40,000	0	0	6,000
Tennessee	4	50	283	.....	108	550	.....	90,000	.....	.....	12,300
Texas	1	7	.....	.....	6	.....	.....	.....	.....	.....	.....
Vermont	1	19	145	5	53	.....	.....	20,000	.....	.....	10,000
Virginia	2	29	110	10	32	2,500	.....	60,000	.....	6,000	4,000
Dist. of Columbia	3	34	158	11	31	.....	.....	51,000	.....	.....	4,206
Total	72	1,131	9,876	776	2,673	48,970	1,087	1,929,170	199,306	79,703	392,784
2. *Eclectic.*											
California	1	11	48	1	13	0	0	20,000	.....	.....	4,000
Illinois	1	12	136	50	32	.....	.....	60,000	.....	.....	7,000
Missouri	1	9	35	15	41	150	.....	1,000	.....	.....	5,864
New York	2	25	290	28	32	2,025	.....	60,000	.....	.....	3,871
Ohio	1	8	315	.....	50	.....	.....	80,000	0	0	12,000
Total	6	65	833	94	188	2,175	.....	221,000	.....	.....	32,735
3. *Homœopathic.*											
Illinois	2	31	400	32	120	.....	.....	100,000	.....	.....	16,500
Iowa	1	7	46	2	5	320	120	10,000	.....	.....	700
Massachusetts	1	23	109	7	36	.....	.....	.....	.....	.....	.....
Michigan	1	3	80	5	21	.....	.....	.....	.....	.....	.....
Missouri	1	14	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XIII.—*Summary of statistics of schools of medicine, &c.*—Continued.

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who are graduate students.	Graduates at the commencement of 1880.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
Homœopathic—Con.											
New York	3	54	204	.....	66	100	25	.....	.....	.....	.....
Ohio	2	26	174	6	57	.....	.....	$45,000	.....	.....	.....
Pennsylvania	1	30	198	31	75	2,000	....	30,000	.....	.....	$14,050
Total	12	188	1,220	83	380	2,420	145	185,000	.....	.....	33,250
II. DENTAL.											
California	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indiana	1	10	21	.....	3	.....	.....	600	.....	.....	2,200
Maryland	1	18	97	13	53	1,000	.....	.....	.....	.....	11,197
Massachusetts	2	42	74	.....	24	60	.....	15,000	.....	.....	9,243
Michigan	1	10	86	.....	34	125	.....	12,000	.....	.....	3,000
Missouri	3	9	13	.....	.....	.....	.....	.....	.....	.....	1,200
New York	1	24	99	10	19	.....	.....	5,000	.....	.....	6,929
Ohio	1	8	81	.....	.....	.....	.....	20,000	.....	.....	6,500
Pennsylvania	3	60	235	9	126	5,150	.....	80,000	$1,500	.....	34,094
Tennessee	2	29	24	17	7	.....	.....	3,000	.....	.....	16,000
Total	16	219	730	49	266	6,335	.....	135,600	1,500	.....	91,240
III. PHARMACEUTICAL.											
California	1	4	67	.....	8	.....	.....	.....	.....	.....	1,600
Illinois	1	5	98	.....	18	2,000	.....	.....	.....	.....	.....
Kentucky	1	3	42	.....	.....	200	7	5,000	.....	.....	.....
Louisiana	1	.....	.....	.....	18	.....	.....	.....	.....	.....	.....
Maryland	1	4	68	.....	20	.....	.....	8,000	0	$0	.....
Massachusetts	1	4	60	.....	20	1,300	.....	6,000	3,000	300	3,000
Michigan	1	12	88	3	24	.....	.....	.....	.....	.....	.....
Missouri	1	4	94	.....	16	.....	.....	3,500	.....	.....	3,500
New York	1	5	335	0	43	1,351	173	42,000	0	0	12,726
Ohio	1	3	91	.....	.....	151	28	500	600	.....	3,185
Pennsylvania	2	6	366	11	11	1,238	200	68,800	.....	.....	3,000
Tennessee	1	4	12	0	2	.....	.....	.....	.....	.....	.....
Dist. of Columbia	1	3	26	0	6	.....	.....	.....	0	0	830
Total	14	57	1,347	14	186	6,240	408	140,800	3,600	300	27,843
TOTALS.											
Medical and surgical:											
Regular	72	1,131	9,876	776	2,673	48,970	1,087	1,929,170	199,306	79,703	392,784
Eclectic	6	65	833	94	188	2,175	.....	221,000	.....	.....	32,735
Homœopathic	12	188	1,220	83	380	2,420	145	185,000	.....	.....	33,250
Dental	16	219	730	49	266	6,335	.....	135,600	1,500	.....	91,240
Pharmaceutical	14	57	1,347	14	186	6,240	408	140,800	3,600	300	27,843
Grand total	120	1,660	14,006	1,016	3,693	66,140	1,640	2,611,570	204,406	80,003	577,852

The condition of medical education for the quarter century ending with 1870 was depicted in an article contributed by Dr. Charles Warren to my annual report for that year. In 1874 and 1876 I issued two pamphlets of an historical character, by Dr. J. M. Toner and Dr. N. S. Davis, respectively, giving information respecting medical education from the foundation of the colonies to the centennial year of national independence. From time to time in my annual reports I have discussed such topics or mentioned such facts as would serve to convey a correct idea of the progress and condition of medical training in this country. The improvement has been gradual, but some progress has been made in the right direction. Ten years ago only one medical school in the United States had a course of instruction extending over three years; now there are several. Then more than half the schools really required no more than attendance on one course of lectures; now only a small number venture to announce such laxity, however low their real standard may be. Then preliminary education and entrance examination, though much talked about, were not insisted on except in a very few instances; now several schools require a better preparation and encourage educated men by special inducements to enter their walls. Then graded courses of instruction were hardly heard of; now they are common and commonly advised if a choice of course is afforded. Special opportunities for graduate study have arisen at several points. The profession has been roused to some self activity by these and other events, which is, perhaps, the most hopeful sign of all I have mentioned.

The profession has been overcrowded to such an extent for so many years, chiefly because of the scandalous ease with which men imperfectly educated, or not educated at all, have been able to assume its titles and attempt its duties, that I do not know whether the increased admission of women during the last decade is to be considered as an advance in the right direction or not. It is encouraging to note that many women who have entered the profession are conspicuous examples of all that every physician should aspire to be; there cannot be too many such women in any occupation or too many such physicians in any country.

Legislation in medical and sanitary matters has made some very satisfactory progress in several States. Conspicuous among other events during the decade is the establishment of State boards of health in Michigan, Illinois, New Jersey, and Iowa, and of the National Board of Health, all following the formation of the State board of Massachusetts. The good done by these organizations cannot be estimated, and the influence of their work should be increasingly felt in every public enterprise and on public intelligence in all parts of the country.

TABLE XIV.—UNITED STATES MILITARY AND NAVAL ACADEMIES.

In Table XIV of the appendix will be found the statistics of the examinations of candidates for admission to the United States Naval and Military Academies for the year 1880.

TABLE XV.—DEGREES.

The following summary exhibits the number of degrees of each kind conferred by institutions in the several States and the total of the same for all the States, the District of Columbia, and Washington Territory. The number of degrees of all classes conferred in course was 10,114; honorary, 372. They were distributed as follows: In letters, 3,766 in course, 121 honorary; in science, 923 in course, 9 honorary; in philosophy, 280 in course, 30 honorary; in art, 42 in course, 3 honorary; in theology, 266 in course, 134 honorary; in medicine, 3,501 in course, 10 honorary; in law, 1,041 in course, 65 honorary.

TABLE XV.—*Statistical summary of all degrees conferred.*

	All courses.		Letters.		Science.		Philosophy.		Art.		Theology.		Medicine.		Law.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
GRAND TOTAL	a10,114	372	3,766	121	923	9	280	30	42	3	b266	134	3,501	10	1,041	65
Total in classical and scientific colleges.	c6,704	359	3,061	121	904	9	280	30	12	3	169	129	1,201	2	905	65
Total in colleges for women	d867	1	675	....	19	....	....	....	30	....	....	1	....	....	....	....
Total in professional schools	2,543	12	10	....	....	....	....	....	....	....	597	4	2,300	8	136	....
ALABAMA	130	4	85	1	18	....	....	....	....	....	....	2	24	....	12	1
Classical and scientific colleges.	62	4	33	1	18	....	....	....	....	....	....	2	....	....	12	1
Colleges for women	52	....	52	....	....	....	....	....	....	....	....	....	....	....	....	....
Professional schools	24	....	....	....	....	....	....	....	....	....	....	....	24	....	....	....
ARKANSAS	36	6	17	....	9	....	....	....	....	....	....	3	10	....	....	3
Classical and scientific colleges.	36	6	17	....	9	....	....	....	....	....	....	3	10	....	....	3
CALIFORNIA	e125	3	24	....	19	..	28	..	....	....	8	....	28	..	....	....
Classical and scientific colleges.	e97	3	24	3	19	..	28	..	....	....	....	....	8	..	....	....
Professional schools	28	....	....	....	....	....	....	....	....	....	8	....	20	..	....	....
CONNECTICUT	228	....	124	....	....	..	42	..	....	....	24	....	4	..	38	....
Classical and scientific colleges.	232	....	124	....	....	..	42	..	....	....	24	....	4	..	38	....
DELAWARE	10	1	7	....	....	..	3	1	....	....	....	....	....	....	....	....
Classical and scientific colleges.	8	1	5	....	....	..	3	1	....	....	....	....	....	....	....	....
Colleges for women	2	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....
GEORGIA	f328	6	171	4	6	1	3	..	7	1	....	....	82	..	4	....
Classical and scientific colleges.	g142	6	50	4	6	1	3	..	1	....	....	....	36	..	4	....
Colleges for women	h140	....	121	....	....	....	....	....	7	....	....	....	....	....	....	....
Professional schools	46	....	....	....	....	....	....	....	....	....	....	....	46	....	....	....
ILLINOIS	e365	34	236	14	82	..	31	1	14	..	32	14	385	1	67	4
Classical and scientific colleges.	i437	29	208	14	83	..	31	1	....	....	4	10	38	..	67	4
Colleges for women	j53	....	28	....	....	....	....	....	14	....	....	....	....	....	....	....
Professional schools	375	5	....	....	....	....	....	....	....	....	28	4	347	1	....	....

a Includes 295 degrees not specified.
b There were also 312 graduates, upon whom in most cases diplomas were conferred.
c Includes 152 degrees not specified.
d Includes 143 degrees not specified.
e Includes 18 degrees not specified.
f Includes 55 degrees not specified.
g Includes 43 degrees not specified.
h Includes 12 degrees not specified.
i Includes 7 degrees not specified.
j Includes 11 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
INDIANA	a243	18	91	3	38	1	7	..	..	..	..	5	101	5	3	4
Classical and scientific colleges.	a201	14	90	3	37	1	7	..	..	..	..	5	61	1	3	4
Colleges for women	2	..	1	..	1	..	..	..	..	..	..	..	..	..	..	..
Professional schools	40	4	..	..	..	..	..	..	..	..	..	..	40	4	..	..
IOWA	b454	12	80	3	71	..	22	1	..	..	5	5	147	1	125	2
Classical and scientific colleges.	317	11	67	3	67	..	22	1	..	..	5	5	31	..	125	2
Colleges for women	b21	..	13	..	4	..	..	..	..	..	..	..	..	..	..	..
Professional schools	116	1	..	..	..	..	..	..	..	..	..	..	116	1	..	..
KANSAS	36	5	15	1	13	..	..	1	..	..	..	3	..	..	8	..
Classical and scientific colleges.	31	4	10	1	13	..	..	1	..	..	..	2	..	..	8	..
Colleges for women	5	1	5	..	..	..	..	..	..	..	..	1	..	..	..	..
KENTUCKY	c316	2	120	..	20	..	1	..	..	..	8	1	123	1	25	..
Classical and scientific colleges.	85	1	32	..	20	..	1	..	..	..	8	1	24	..	..	..
Colleges for women	c97	..	78	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	134	1	10	..	..	..	..	..	..	..	..	..	99	1	25	..
LOUISIANA	24	1	15	..	..	..	..	..	..	..	..	1	..	..	9	..
Classical and scientific colleges.	12	1	3	..	..	..	..	..	..	..	..	1	..	..	9	..
Colleges for women	12	..	12	..	..	..	..	..	..	..	..	..	..	..	..	..
MAINE	95	7	68	4	23	..	..	..	..	..	4	2	..	..	..	1
Classical and scientific colleges.	89	7	62	4	23	..	..	..	..	..	4	2	..	..	..	1
Colleges for women	6	..	6	..	..	..	..	..	..	..	..	..	..	..	..	..
MARYLAND	d343	2	49	..	2	..	5	..	..	..	..	2	249	..	33	..
Classical and scientific colleges.	48	2	41	..	2	..	5	..	..	..	..	2	..	..	..	..
Colleges for women	d13	..	8	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	282	..	..	..	..	..	..	..	..	..	..	..	249	..	33	..
MASSACHUSETTS	e729	31	428	14	45	..	10	3	12	..	44	8	125	..	53	6
Classical and scientific colleges.	617	31	390	14	45	..	10	3	12	..	21	8	86	..	53	6
Colleges for women	e50	..	38	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	62	..	..	..	..	..	..	..	..	..	23	..	39	..	..	..

a Includes 3 degrees not specified.
b Includes 4 degrees not specified.
c Includes 19 degrees not specified.
d Includes 5 degrees not specified.
e Includes 12 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
MICHIGAN	a524	12	79	6	27	..	34	2	..	..	7	2	196	..	175	2
Classical and scientific colleges.	a497	12	79	6	27	..	34	2	..	..	7	2	169	..	175	2
Professional schools	27	..	..	..	..	..	..	..	..	..	..	..	27	..	..	..
MINNESOTA	73	..	49	..	14	..	..	..	..	..	10	..	..	..	..	..
Classical and scientific colleges.	63	..	44	..	9	..	..	..	..	..	10	..	..	..	..	..
Colleges for women	10	..	5	..	5	..	..	..	..	..	..	..	..	..	..	..
MISSISSIPPI	b61	3	28	..	2	..	..	..	..	..	..	3	..	..	19	..
Classical and scientific colleges.	30	3	9	..	2	..	..	..	..	..	..	3	..	..	19	..
Colleges for women	b31	..	19	..	..	..	..	..	..	..	..	..	..	..	..	..
MISSOURI	c252	2	117	1	26	..	7	..	1	..	5	..	147	..	36	1
Classical and scientific colleges.	c164	2	71	1	23	..	7	..	..	..	5	..	9	..	36	1
Colleges for women	50	..	46	..	3	..	..	..	1	..	..	..	..	..	..	..
Professional schools	138	..	..	..	..	..	..	..	..	..	..	..	138	..	..	..
NEBRASKA	12	..	7	..	4	..	1	..	..	..	..	..	..	..	..	..
Classical and scientific colleges.	12	..	7	..	4	..	1	..	..	..	..	..	..	..	..	..
NEW HAMPSHIRE	c124	16	64	7	21	..	..	4	..	..	..	2	26	..	..	3
Classical and scientific colleges.	100	16	59	7	21	..	..	4	..	..	..	2	26	..	..	3
Colleges for women	c18	..	5	..	..	..	..	..	..	..	..	..	..	..	..	..
NEW JERSEY	247	10	200	1	41	..	1	3	..	..	5	3	..	..	..	3
Classical and scientific colleges.	218	10	176	1	41	..	1	3	..	..	..	3	..	..	..	3
Colleges for women	24	..	24	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	5	..	..	..	..	..	..	..	..	..	5	..	..	..	..	..
NEW YORK	d1,453	40	472	15	148	..	35	4	..	1	26	14	546	..	199	6
Classical and scientific colleges.	e1,036	40	443	15	148	..	35	4	..	1	21	14	170	..	199	6
Colleges for women	f36	..	22	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	381	..	..	..	..	..	..	..	..	..	5	..	376	..	..	..
NORTH CAROLINA	86	13	59	3	5	..	1	1	..	..	7	5	9	..	5	4
Classical and scientific colleges.	82	13	55	3	5	..	1	1	..	..	7	5	9	..	5	4
Colleges for women	4	..	4	..	..	..	..	..	..	..	..	..	..	..	..	..

a Includes 6 degrees not specified.
b Includes 12 degrees not specified.
c Includes 13 degrees not specified.
d Includes 27 degrees not specified.
e Includes 20 degrees not specified.
f Includes 7 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.			ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
OHIO	a849	49	257	13	50	5	11	4	..	..	..	26	22	439	1	51	4
Classical and scientific colleges.	399	48	248	13	50	5	11	4	..	..	..	13	22	68	..	.....	4
Colleges for women	a15	..	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	435	1	..	..	..	..	..	..	..	..	..	13	..	371	1	51	..
OREGON	50	..	5	..	32	..	..	..	..	..	..	..	..	13	..	..	..
Classical and scientific colleges.	50	..	5	..	32	..	..	..	..	..	..	..	..	13	..	..	..
PENNSYLVANIA	b1 085	34	392	10	81	..	20	4	4	..	..	21	13	488	..	49	7
Classical and scientific colleges.	c675	34	372	10	81	..	20	4	..	..	..	14	13	136	..	49	7
Colleges for women	d51	..	20	..	..	..	..	..	4	..	..	..	..	..	..	..	..
Professional schools	359	..	..	..	..	..	..	..	..	..	..	7	..	352	..	..	..
RHODE ISLAND	82	2	77	2	..	..	5	..	..	..	..	..	..	..	..	..	..
Classical and scientific colleges.	82	2	77	2	..	..	5	..	..	..	..	..	..	..	..	..	..
SOUTH CAROLINA	89	2	64	..	..	..	..	..	..	..	..	..	2	25	..	..	..
Classical and scientific colleges.	48	2	48	..	..	..	..	..	..	..	..	..	2	..	..	..	..
Colleges for women	16	..	16	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	25	..	..	..	..	..	..	..	..	..	..	..	..	25	..	..	..
TENNESSEE	452	22	153	8	23	1	5	..	..	..	..	16	7	218	1	37	5
Classical and scientific colleges.	365	22	66	8	23	1	5	..	..	..	..	16	7	218	1	37	5
Colleges for women	87	..	87	..	..	..	..	..	..	..	..	..	..	..	..	..	..
TEXAS	e44	9	25	..	3	..	5	..	..	..	..	..	7	..	..	..	2
Classical and scientific colleges.	31	9	23	..	3	..	5	..	..	..	..	..	7	..	..	..	2
Colleges for women	e13	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..
VERMONT	87	2	25	2	3	..	2	..	4	..	..	..	..	53	..	..	..
Classical and scientific colleges.	78	2	20	2	3	..	2	..	..	..	..	..	..	53	..	..	..
Colleges for women	9	..	5	..	..	..	..	..	4	..	..	..	..	..	..	..	..
VIRGINIA	180	10	72	2	39	..	..	..	..	..	..	..	5	35	..	34	3
Classical and scientific colleges.	109	10	32	2	33	..	..	..	..	..	..	..	5	10	..	34	3
Colleges for women	46	..	40	..	6	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	25	..	..	..	..	..	..	..	..	..	..	..	..	25	..	..	..

a Includes 6 degrees not specified.
b Includes 30 degrees not specified.
c Includes 3 degrees not specified.
d Includes 27 degrees not specified.
e Includes 11 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
WEST VIRGINIA	a50	....	9	....	6	....	....	....	....	....	....	....	....	....	....	....
Classical and scientific colleges.	a50	....	9	....	6	....	....	....	....	....	....	....	....	....	....	....
WISCONSIN	b151	7	66	2	41	1	....	....	....	....	8	3	....	....	32	1
Classical and scientific colleges.	139	7	66	2	41	1	....	....	....	....	....	3	....	....	32	1
Colleges for women	c4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Professional schools	8	....	....	....	....	....	....	....	....	....	8	....	....	....	....	....
DISTRICT OF COLUMBIA	b68	7	16	2	....	....	1	1	1	....	10	....	28	....	27	3
Classical and scientific colleges.	b53	7	16	2	....	....	1	1	1	....	10	....	22	....	....	3
Professional schools	33	....	....	....	....	....	....	....	....	....	....	....	6	....	27	....
WASHINGTON TERRITORY	2	....	....	....	2	....	....	....	....	....	....	....	....	....	....	....
Classical and scientific colleges.	2	....	....	....	2	....	....	....	....	....	....	....	....	....	....	....

a Includes 35 degrees not specified. b Includes 4 degrees not specified. c Degrees not specified.

SALE OF COLLEGIATE AND PROFESSIONAL DEGREES.

For several years I have called attention in these annual reports to the increasing sale of diplomas conferring degrees in arts, sciences, and the learned professions by certain persons controlling charters of educational institutions. For example, I mentioned the "American University of Philadelphia" and "Richmond College" of Richmond, Ohio, in my report for 1876, page cxxii; in that for 1877, page cvii, I alluded to the conferring of honorary degrees as a practice very liable to abuse and discountenanced by some of the best colleges because "it is quite easy for unscrupulous and designing men to be corporators of a 'college' or 'university,' or they can become the possessors by purchase of the charter of some decaying corporation with a sounding name. When a charter is secured by either of these methods an imposing series of diplomas certifying to the conferring of various degrees is prepared; advertisements are published which inform the public that, for a specified sum of money and the presentation of a satisfactory thesis, the applicant will be given the degree he desires. The thesis is unimportant; the fee is the principal reason for conferring the distinction. Many foreigners have obtained degrees from such schools, to the scandal and disgrace of our country. It may be set down as an invariable rule that any 'college' or 'university' or professional school which grants degrees in absentia on the payment of certain 'fees' is a fraud. Fortunately, the number of such institutions is not large."

In my report for 1878, page cxvii, I said that "the Federal Government did not create the corporations which are causing this scandal and has no power to cancel their charters. It is for the authorities of the States to move in the matter, and thus vindicate the honor of the nation and of American scholars." And last year (p. cli) I remarked that "the thorough exposure of this base imposition will do much to vindicate the character of our superior instruction, and the leading universities and colleges are taking efficient measures to restore and preserve the full significance of their honors."

It was with great interest that I received the letter of March 12 last from the honorable the Secretary of State which you were pleased to send me. You will doubtless remember that Mr. Evarts transmitted a letter from the Hon. Andrew D. White, United States minister at Berlin, reciting the attempt made by the possessor of a diploma from the "American University of Philadelphia" to obtain the official recognition of the legation, and the reference of another diploma from the same alleged institution by the judicial authorities of the Empire for certification as to its genuineness and as to the standing of the institution granting it, as it was a question whether the possessor of the diploma could be allowed to practise his profession under it. Mr. White then continued as follows:

After looking through the correspondence on record in this legation and seeking in vain for the name of the institution in the list of colleges and universities published by the Bureau of Education in the Department of the Interior, at Washington, my answer was unfavorable to Volland's claim.

Requesting further information from this Office, Mr. White closed his letter thus:

That such cases as these have brought disgrace upon the American system of advanced education and upon the American name in general is certain. This has been recently revealed to me incidentally in a curious way: In a very successful play now running at the Royal Theatre in this city, a play written, strangely enough, by a judge of one of the highest tribunals in the Empire, one of the characters, in casting a reflection upon another who is dignified with the title of doctor, declares a belief that the latter had simply bought his degree in America; and in a recent novel, by a popular author here, the scoundrel of the book, having escaped justice in Germany, goes to America, and is at last advices very comfortably settled and practising medicine with a sham diploma which he has bought for money.

All this, of course, is of no especial significance in this case, save as it shows that the fair name of our country has been and can be injured in the minds of a large number of people even by such contemptible transactions as those herein referred to.[1]

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[1] In order that the materials for estimating the extent, boldness, and impudence of this sale may be preserved in some permanent form for the information of the public in the future, as well as the present, I subjoin an exact copy of the diploma submitted by the German authorities. The words written in the original are printed here in italics.

Omnibus ad quos literæ præsentes pervenerint, præses, curatores professoresque Universitatis Americanæ Philadelphiæ, Reipublicæ Pennsylvaniæ legibus constitutæ, salutem,

Quum in omnibus academiis rite legitimeque constitutis, aut hic aut ubique gentium, usus laudabilis et antiquus fuerit, ut viri, qui vel literis vel artibus ingenuis, vel quibualibet studiis liberalibus, non minus diligenter quam feliciter operam dederunt, interea recte atque honeste se gerentes, aliquo eximio honore adornarentur, et ad meritam dignitatem attollerentur, et quum nos, secundum leges reipublicæ nostræ, amplissimam potestatem insigniendi decorandique titulis academicis, et promovendi ad gradus in sacra theologia, legibus, artibus liberalibus ac medicina viros bene merentes teneamus, nos igitur, hac auctoritate præditi, usûsque antiqui haud immemores, decrevimus virum egregium, studiis optimis eruditum, *Paul Christoph Erdmann Volland*, de cujus eruditione in *chirurgia dentaria arte* et probis moribus satis compertum exploratumque habemus, dignum atque idoneum qui honoretur, ut *vir doctus* illissimo dignitatis gradu; quare uno animo et creavimus et feccimus eum *chiruryiæ dentariæ doctorem*, eique omnia jura et privilegia quæ ad illum gradum attinent dedimus et concessimus.

In quorum fidem, has literas signo magno universitatis literariæ nostræ communiri jussimus, hoc *decimoquarto* die mensis *Octoberis* annoque Domino nostri millesimo octingentesimo *septuagesimo nono*.

JOHN BUCHANAN, M. D.
JOHN J. FULMER, M. D.
ROBT. DEBEUST, M. D.
RICHARD FORBES, M. D.
CHARLES G. POLK, M. D.
C. H. KEHNROTH, M. D.
JAMES COCHRAN, M. D.
J. K. BOWERS, M. D.

SEAL: { Eclectic Medical College and American University, Philadelphia, 1850. }

A. P. BISSELL, LL. D.
JAMES ROBINSON.

This diploma was fortified by the following certificates:

I, Philip A. Cregar, a notary public for the Commonwealth of Pennsylvania residing in the city of Philadelphia, do hereby certify that the diploma hereto annexed from the "American University of Philadelphia" is the regular diploma of that institution; that the university is a regularly incorporated institution in good standing, and that the signatures on said diploma are genuine and were acknowledged before me in due form of law.

Witness my hand and notarial seal this fourteenth day of October, A. D. 1879.

[SEAL.] PHILIP A. CREGAR, *Notary Public.*

STATE OF PENNSYLVANIA, } ss:
County of Philadelphia, }

I, William B. Mann, prothonotary of the courts of common pleas of the county of Philadelphia, do hereby certify that Philip A. Cregar, esquire, by whom the annexed certificate was made, was at the time of so doing, and now is, a notary public in and for said county, duly authorized to take acknowledgments and administer oaths, &c., and that I am well acquainted with the handwriting of the said Philip A. Cregar, notary public, and verily believe the signature thereto is genuine.

In witness whereof I have hereunto set my hand and affixed the seal of the said courts this 10th day of October, 1879.

[SEAL.] WILLIAM B. MANN, *Prothonotary.*

Impressed with the importance of the opportunity, I prepared and printed a circular letter, containing Mr. Evarts's communication and the papers accompanying it, copies of which were sent to institutions conferring degrees in arts, sciences, medicine, law, dentistry, and pharmacy, as well as to prominent medical men of every school of practice. Special copies of the circular were sent to the Hon. J. P. Wickersham, superintendent of public instruction for the State of Pennsylvania, so that he might lay the matter before his excellency the governor and obtain the coöperative action of the State's attorney general, Hon. Henry W. Palmer. Dr. Wickersham, on the 30th of March, laid the whole matter before the governor, who promptly communicated with Attorney General Palmer. Meanwhile great interest was manifested by persons and institutions that had received the circular from this Office, and many hearty offers of coöperation were received. Several of these communications contained letters from persons desiring to purchase degrees.[1]

Meanwhile, a few public spirited men in Philadelphia had determined to devote time and money, if necessary, to put down this disgraceful traffic. The proprietors of the Record, a daily paper of the city, and Mr. John Norris, one of its editors, assumed this responsibility. The first thing to be done was to obtain sure evidence of

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[1] For example, Doctor Bettmann, of Gray, Haute-Saône, France, says, under date of May 9, 1879: "Please inform me whether I can procure a diploma from your university, and at what price. I sell many, and have some of a university of Philadelphia." John Neuzerling, claiming to be a dental student at Lohr-on-Main, Bavaria, says, January 2, 1880: "I would be willing to send in my examination in writing as you may require, and also to appear in person, under the condition that you would give me the diploma as soon as I arrive there, so that I could travel home by the next steamer. Or, if you prefer, you could send me the diploma dated four weeks in advance; I would then travel to ——; this way I would give the preference." M. van Gelderen, jr., surgeon dentist, writing from No. 517 Heerengracht, Amsterdam, Holland, remarks: "The possibility of passing in much less time than one whole semester will suit me still better, and will induce me more to undertake the journey very soon. The college able to offer me the easiest way is the one I shall choose." Luigi Rebolla, physician and surgeon dentist, of Naples, Italy, would consider it a high honor and ornament to himself if he were in possession of the title of doctor in dental surgery conferred by the university he addressed. Perhaps, however, the most interesting of these examples is the following, not only on account of the writer's subsequent connection with the diploma selling of the so-called Richmond College, in Ohio, but also with the notorious transactions of the Philadelphia degree vendors:

[Confidential memorandum from Dr. E. A. Sturman, PH. D., &c., principal, Packington College, 145 Packington street, N.]

LONDON, 2, 11, 1869.

HONOURED SIR: Will you kindly let me know by *next* mail whether you could grant me degrees (*honorary* or *otherwise*) for gentlemen I could introduce to you as qualified, they proving themselves proficient by writing a suitable petition in Latin (including their biography) and forwarding their testimonials and manuscript or printed works; or, further, by passing (if you desire it) an examination at this college, the questions being proposed by yourself. If you would oblige me by doing this I will guarantee £1,000 a year, or £8 or £10 for each diploma. Let me have your kind reply at once.

Yours, very faithfully, EDWARD ALBERT STURMAN,
M. A., PH. D., LL. D., M. R. C. P., F. S. A., F. A. S. L., M. S. R. A., F. E. T. S., &C., &C.

P. S.—What degrees could you grant? I should like a B. A. or M. A. for myself, so that I could show the kind of diploma to my friends and pupils.

Another example must suffice. It was written by a man who since has moved to London, where he became identified with the sale of diplomas, false titles, and pretended offices.

[From Dr. Med. S. Olschowsky.]

BERLIN, S. W., *Zimmer-Strasse* 52, 13, 6, '78.

DEAR SIR: I am sorry you did not yet answer my letter from April 26th, the more as it is my own interest to treat the affair with greatest precaution and discretion. Perhaps you would prefer to receive directly every proposal of promotion, and to send me the diploma after having proved my proposal. I therefore request you to specify your conditions for it, although I believe this way is a little troublesome and you do better by giving me blanco-diplomas, what is in no wise dangerous for you, but the most prosperous for you and me, as, by my experience of many years, I understand to treat the affair with the greatest circumspection, so that the reputation of your university will be preserved.

I therefore hope you will enter into connection with me, either by sending, me to you, single proposals of promotion, or — and this is better — by sending, you to me, half a dozen blanco-diplomas.

In every case I hope to get a prosperous and detailed answer, or, better, the diplomas, for we lose so much time by a long correspondence in account of the great distance.

I remain, dear sir, yours truly, DR. OLSCHOWSKY.

This person has been advertising in the German paper Kladderadatsch as "Dr. O., 8 Ravendon street, London, S. E.," and was thoroughly exposed in the Pharmaceutische Centralblatt of February 8, 1872.

Other recent advertisers for the custom of the vain and unscrupulous are C. W. Howard, presumably of London, England; E. Gies, of No. 238 Brixton, London, S. W.; Discretie, Keizerstraat 1, Amsterdam; Discretie Annoncen-Bureau, Dam 15, Amsterdam; and Central Annoncen-Bureau, Carlstrasse 1, Breslau, Germany.

some unlawful act by the officers of each suspected corporation, and Mr. Norris had already begun the necessary operations against "The Philadelphia University of Medicine and Surgery," of which Thomas B. Miller, M. D., a minister of the Methodist Episcopal church, was dean. The arrival of the papers from the Berlin legation caused Mr. Norris, who was already in communication with the Hon. H. W. Palmer, to come here with proper letters of introduction from the State Department; the matter of investigating and exposing the practices of John Buchanan and his associates was intrusted to him, the Federal Government having no fund out of which the expenses of such a proceeding could be paid.

The sale of diplomas, if proved, was an offence against the statutes of Pennsylvania; but it was probable that Buchanan was using the postal facilities of the United States to forward his fraudulent wares and receive pay for them. If some evidence of such use could be procured, a warrant of arrest from the Federal courts might be obtained, and the collusion between Buchanan, certain notaries, and other small State officials broken up.

Thirty years ago Buchanan is reported to have been a porter in an oil cloth factory. When the eclectic system of medical practice arose out of the Thompsonian and botanic methods of medication and began to excite public attention, he seems to have adopted its dogmas as a means of improving his personal position and fortunes. He became connected with the Eclectic Medical College of Pennsylvania, which was chartered in 1850, and finally, in 1858, obtained the control of it, the principal men who founded the school having retired from its management. Whether the practice of selling diplomas was begun before or after this rupture is not known to me; it is certain, however, that Buchanan speedily became known for this traffic after he obtained the mastery of the corporation. The confusion caused by the war of 1861–1865 covered his illegal actions effectually, and in 1867 he was emboldened to extend his operations outside of degrees in medicine by obtaining, under the general incorporation law of the State, a charter for the American University of Philadelphia. His scandalous practices increased to such an extent that the provost and faculty of the University of Pennsylvania and other distinguished friends of sound learning tried, and with success, to have the last named charter repealed by the legislature. This was accomplished in 1873, but the supreme court of the State decided that the legislature could not in this way put an end to the corporation. The only effect was to advertise the business, and Buchanan continued selling diplomas as before. Practices like this had been expressly condemned by formal resolution of the National Eclectic Medical Association at its annual meeting in 1871. He revenged himself in 1879 by taking its name for another corporation which he established under the laws of Pennsylvania. The real association was already chartered, March 27, 1871, by the New York legislature. He also, under the name of James Murray, D. D., obtained a charter from the legislature of West Virginia, for the "Livingston University of America." He also organized a "College of Pharmacy" in the Philadelphia University. He proceeded to organize local medical societies, subordinate to but represented in his association; and finally his pupils or correspondents began to establish diploma machines in other places. Thus a formidable combination of ignorant but cunning and unscrupulous men, furnished with corporate powers of indefinite extent and various origin, had been formed and was on the point of spreading from Philadelphia and Pennsylvania into other cities and States.

The situation was further complicated by the existence and loose practices of other educational corporations which, not venturing perhaps to follow Buchanan's example literally, gave diplomas after insufficient or partial instruction or pretence of instruction. Among these appear to have been the Philadelphia University of Medicine and Surgery, of which T. B. Miller, M. D., has been dean; its unauthorized corporate partner, the Quaker City Business College; the Penn Medical University or College, and the Philadelphia Electropathic Institution.

Against these, in addition to Buchanan's three corporations, Mr. Norris, as has been stated, began his well devised and successful plan of exposure. For $25 he obtained

from Dean Miller a certificate of scholarship in the Philadelphia University of Medicine and Surgery,[1] a matriculation ticket for the session which ended last spring (1879–'80), 7 "professor's tickets," dated October 6, 1879, which admitted him to the lectures of that term, and a certificate which states that the bearer (Mr. Norris) was "entitled to practise medicine from this date," i. e., February 27, 1880. Under the name of John William Fanning he obtained a medical doctorate from the Eclectic Medical College of Pennsylvania, dated April 20, 1878, as well as a certificate of same date from Buchanan's "National Eclectic Medical Association" as to said Fanning's membership therein and to his eminent qualifications in medicine, surgery, and obstetrics. As "George Austin Dawson," Mr. Norris purchased a doctorate of laws from the American University of Philadelphia, dated January 1, 1878; under the name of Henry Dawson, he bought a doctorate of sacred theology from the last named school and a doctorate of civil law from the Livingston University of America, both dated May 26, 1878; as "John N. McLean" he purchased the degree of "master in electro-therapeutics," dated June 1, 1880, from the Philadelphia Electropathic Institution, not, however, without being obliged to attend six or seven lectures on the medical virtues of electricity. Some of these diplomas were procured by mail, and thus afforded the opportunity to arrest their vendor, John Buchanan, and seize his place of operations in Philadelphia. This was done, and the authorities obtained detailed and abundant proofs of the extensive sales he had carried on, and ample justification for the repeal of the charters controlled by him. He was promptly indicted, and measures were taken before the proper court to have the two charters issued in Pennsylvania annulled.

Buchanan's courage gave way in this state of his affairs, and he determined to relieve himself from his embarrassment by his usual expedient, flight. On more than one occasion he has escaped the hand of the law by running away, till his confederates could quash indictments or otherwise dispose of indictments and bail bonds. To fly he must be free; to be free he must be bailed; to be bailed he must give his sureties ample security for the amount of his bail by mortgaging his property. He mortgaged it accordingly, and was released on bail; but he found that his former tactics would be of no avail on this occasion. He therefore determined to rescue his bondsmen from liability and his property from forfeiture by feigning suicide. He employed some one to personate him; the supposed Buchanan, a skilful swimmer, jumped at night from a ferry-boat plying between Camden and Philadelphia, while the real Buchanan fled to Canada, supplied with a number of diplomas, by the sale of which he hoped to procure the necessities if not the luxuries of life during his exile. The

[1] Originally chartered February 26, 1853, as the "American College of Medicine in Pennsylvania," and again, February 15, 1860, as the "American Medical College of Pennsylvania and the Eclectic Medical College of Philadelphia." The present designation was authorized by the legislative act of March 21, 1865. This much named school or alleged school, under its founder, Dr. William Payne, was highly esteemed by the eclectic physicians of the country (Outline History of Eclectic Medicine, by Dr. Alex. Wilder, in Transactions of the National Eclectic Medical Association, 1875, p. 48). Under the management of Miller it seems to have degenerated to Buchanan's level in public esteem. The dean already named and William Major, secretary of the corporation, have been disciplined by their church for fraud, the former being expelled and the second suspended.

The Philadelphia University of Medicine and Surgery has also a "department of arts," which to the outer world is known as the "Quaker City Business College," chartered March 14, 1865, by the legislature with "power to teach all branches of learning necessary for the thorough theoretical education of young men for the various duties and employments of life, and to impart instruction in such other literary and scientific knowledge as may from time to time be deemed expedient," and with "power to confer degrees of merit on such persons as shall have completed the prescribed course of study," &c. In November, 1868, this commercial school with its university charter joined hands with Dr. Miller's medical school, the trustees artlessly designing "to build up a free and untrammelled institution of learning in which young men and women could receive a collegiate education at the lowest possible cost to the students, and to break down the exclusive and aristocratic monopoly existing in the older and illiberal institutions." ("Exposure of the conspiracies against the Philadelphia University of Medicine and Surgery," pp. 1–5.)

authorities were not deceived, however; he was discovered in his hiding place, enticed over the border into the State of Michigan, arrested, and brought back to jail. He has entered a plea of guilty to three several indictments, but for certain reasons sentence has not been passed on him as yet. The proceedings against the charters have not been resisted seriously, and finally the court of common pleas No. 3, for the county of Philadelphia, has abolished the corporations. The "American University of Philadelphia" and the "Eclectic Medical College of Pennsylvania" have had no legal existence since the 30th of September, 1880.

Dr. T. B. Miller, whose name I have mentioned more than once in this account, was also arrested last August on complaint of Mr. Norris, but has been bailed. The persons now controlling the charter of the Philadelphia University of Medicine and Surgery claim that they have never authorized any of his irregular practices and that he is no longer a member of the corporation.

The "Washington Medical Institution" of the District of Columbia is doubtless a similar instrumentality for diploma-selling. One Selden W. Crowe, M. D., has been the manager of it; but on the 12th of the present month his death was advertised in the New York Herald. Whether he is really dead or not remains to be proved. I would urge that some suitable measures be taken so that educational corporations created in the District of Columbia under the general statute shall be subject to some oversight or liable to some penalty if they misuse the powers given them.

A pupil and imitator of Buchanan has been trying for some years to establish this traffic in the New England States. He succeeded in getting a charter for "the New England University of Medicine and Surgery" from the New Hampshire legislature; but it was repealed at the next session. The founder, one H. C. Stickney, however, has shown some originality in his proceedings, in that, since the repeal, he has continued to sell degrees as before. Some of these purport to be from the medical corporation already mentioned, and others from a "New England University of Arts and Sciences," which never had any existence outside the brain of its concocter.

I do not wish to say much more about this distressing and disgusting affair; but I wish to emphasize the fact that most of the rascals who have disgraced their country in this way are still at large. Even if John Buchanan should die in jail, the others will, sooner or later, return to the practices out of which they have profited so largely in the past. Old charters will be bought up, new charters will be procured, and the same specious cant which has hidden the iniquities in Philadelphia will be used to conceal their revival in other places. The only way to anticipate and circumvent these attempts is to declare all educational charters heretofore issued and not now in active and reputable use by responsible corporations void and defunct after a specified time; to enact laws forcing persons who wish to obtain charters for institutions of collegiate or professional character to give heavy bonds for their proper use; and, finally, to discourage the practice of conferring honorary degrees, save under careful restrictions.

TABLE XVI.—*Summary of statistics of additional public libraries for* 1880.

States and Territories.	Number of libraries.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Amount of permanent fund.	Total yearly income.	Yearly expenditures.	
							Books, periodicals, and binding.	Salaries and incidentals.
Arkansas	1	2,089	50	.....	.....	.....	.....	.....
California	2	33,300	a700	a216,129	.....	a$24,000	a$13,372	a$18,998
Colorado	4	10,241	a51	a7,800	.....	a97	.....	.....
Connecticut	3	1,700	b1,050	a320	.....	.....	.....	.....
Georgia	1	2,000	2,000	.....	.....	.....	.....	.....
Illinois	9	7,057	c955	b4,400	b$775	d1,007	b62	a332
Indiana	2	984	.....	.....	.....	.....	.....	a141
Iowa	2	3,300	800	.....	.....	a600	a25	a45
Kansas	2	1,315	a40	.....	.....	.....	.....	.....
Kentucky	1	1,500	.....	.....	.....	.....	.....	.....
Maine	1	1,560	196	.....	.....	.....	.....	.....
Maryland	2	700	100	.....	.....	.....	.....	.....
Massachusetts	5	9,027	d2,452	c75,023	d16,725	6,106	d2,820	1,888
Michigan	1	1,009	300	.....	.....	.....	.....	.....
Mississippi	4	2,927	c500	.....	.....	.....	.....	.....
Missouri	1	6,000	.....	.....	.....	.....	.....	.....
Nebraska	1	600	600	.....	.....	.....	.....	.....
New Hampshire	2	2,212	a100	.....	.....	a50	a100	55
New Jersey	4	2,602	a25	a4,172	.....	a596	.....	a489
New York	f11	f35,636	g876	c32,808	a5,000	c15,675	c6,042	d3,638
Ohio	2	800	73	a500	.....	.....	.....	.....
Pennsylvania	5	2,577	900	b1,900	.....	c254	b54	b57
Rhode Island	3	8,044	b630	b30,427	.....	a1,200	.....	.....
Texas	2	1,791	a20	.....	.....	.....	.....	.....
Wisconsin	3	2,552	330	.....	.....	.....	.....	.....
District of Columbia	1	300	150	.....	.....	.....	.....	.....
Utah	1	300	100	.....	.....	.....	.....	.....
Total	f76	f142,043	h13,097	i373,569	j22,500	h49,585	l22,475	m25,554

a 1 reporting.
b 2 reporting.
c 5 reporting.
d 4 reporting.
e 3 reporting.
f 1 failed to make any report.
g 6 reporting.
h 49 reporting.
i 17 reporting.
j 7 reporting.
k 23 reporting.
l 16 reporting.
m 20 reporting.

Adding the totals of the preceding summary to those of the statistics of 1879, 1878, 1877, 1876, and of the special report on public libraries published by this Bureau in 1876 (see also the Report of the Commissioner of Education for 1875, p. cvii), we have the following aggregates for the libraries now reported:

Total number of public libraries reported, each having 300 volumes or upwards	3,917
Total number of volumes	12,711,493
Total yearly additions (1,690 libraries reporting)	482,617
Total yearly use of books (853 libraries reporting)	9,700,464
Total amount of permanent fund (1,759 libraries reporting)	$6,813,496
Total amount of yearly income (972 libraries reporting)	1,460,648
Total yearly expenditure for books, periodicals, and binding (891 libraries reporting)	619,479
Total yearly expenditures for salaries and incidental expenses (753 libraries reporting)	774,403

It should be noted, however, that the figures for these items are but approximately true for the libraries of the country, inasmuch as they do not include the very considerable increase of the 3,647 libraries embraced in the Special Report on Public Libraries or the increase of the 195 libraries embraced in the Commissioner's Reports for 1876, 1877, 1878, and 1879, from the dates thereof to the present time.

TABLE XVII.—*Summary of statistics of training schools for nurses.*

	Name.	Number of instructors.	Present number of pupils.	Graduates in 1880.	Total number of pupils since organization.	Graduates since organization.
1	Connecticut Training School for Nurses	4	24	8	116	43
2	Illinois Training School for Nurses	.....	.....	.....	.....	.....
3	Boston City Hospital Training School for Nurses	16	42	17	79	19
4	Boston Training School for Nurses	.....	42	16	247	73
5	Training School for Nurses (New England Hospital)	1	16	6	83	40
6	Missouri School of Midwifery	3	16	21	180	173
7	Brooklyn Training School for Nurses	1	10	0	10	0
8	New York State School for Training Nurses	8	7	5	66	47
9	Charity Hospital Training School	.....	40	28	120	57
10	Training School for Nurses (Bellevue Hospital)	6	63	29	209	148
11	Training School of New York Hospital	4	26	14	52	14
12	Training School for Nurses (House of the Good Shepherd)	8	10	.....	.....	.....
13	Nurse Training School of the Woman's Hospital	1	17	10	117	46
14	Philadelphia Lying-in Charity and Nurse School	.....	.....	.....	.....	.....
15	Washington Training School for Nurses	7	10	3	24	3
	Total	59	323	157	1,303	663

The history of nurse training schools in America belongs chiefly to the last decade, although two or three schools were chartered and established at earlier dates. More than half the existing schools were incorporated or organized in 1872 and 1873. Several new schools are reported for the current year, and others are contemplated. Increase in the number of schools is not the only sign of progress in this work. The attendance upon the schools is greater than in former years, and the applicants for admission are more generally persons of education and refinement and physically qualified for the task undertaken.

Reasons for the growth and increasing number of training schools for nurses are many and apparent. A certain routine of action and certain dispositions and exercises of the mind are necessary in all attendance upon the sick. The habit of obedience, patience, careful observation, and the exercise of judgment are indispensable in the nurse's vocation; obedience, because the physician is the responsible chief whose directions the nurse must follow with scrupulous exactness; patience, because the unreasonable whims and requirements of the sick have to be met, when irritation at their caprices and compliance with their whims may prove fatal; observation, because symptoms must be closely watched and reported; judgment, because many minor details pertaining to the care of the patient must be left to the management of the nurse.

The schools are in charge of teachers who understand these conditions, and no pupil is retained or allowed a graduate's diploma in whom the training fails to develop the qualities demanded. Hospitals afford peculiar facilities for systematic training, and consequently nearly all nurse training schools are more or less intimately connected with these institutions. In them competition with other nurses, sub-

jection to established rules, experience with many varieties of injuries and diseases, and service under numerous eminent physicians and surgeons contribute to the efficiency of the training. The advantages offered by hospitals to nurse pupils are only on a par with the benefits received from the pupils themselves. Hospitals must have nurses. Persons having aptitude for nursing are not always to be found. Good wages alone will not create such a conscientious love for the work as will cause it to be well done. Higher incentives are needed. They are found in the fact that their work is a preparation for an honorable and remunerative life calling. Thus hospitals are recompensed for the instruction given, by the services of women of good character and assured fitness and capacity.

Private families have reaped equal benefits from nurse training schools. Two quotations from recent reports will indicate the extent and excellence of the work done by pupils as private nurses and the constant demand for it.

A recent report of the Connecticut Training School for Nurses says:

We have been able to respond this year to thirty-six applications for the services of trained nurses, and in each case the one sent has returned to us with a certificate from the patient or the attending physician, which testified to her efficiency and the value of the school as an educator.

The report of the Bellevue Hospital Training School says:

The demand for nurses in private families has increased far beyond the ability of the school to supply. One hundred and forty persons have been attended by nurses from the school, and twenty-nine graduated nurses have been fully employed during the year in New York and the vicinity. The managers have been much gratified by the satisfactory reports which the nurses have brought back from physicians and employers.

TABLE XVIII.—INSTITUTIONS FOR THE DEAF AND DUMB.

The establishment of the Wisconsin Phonological Institute and the New England Industrial School for Deaf-Mutes, the discussion of methods of instruction in language, and the increase of industrial work are noticeable movements recently made in behalf of the deaf and dumb.

Distinctive features introduced into recently organized schools are the exclusive use of articulation and lip reading as methods of communication and the combination of the care and employment of adults with the education of the young. The institution established for the purpose of carrying into effect the former of these ideas is the Wisconsin Phonological Institute. It was founded by a society of philanthropic citizens of Milwaukee in 1878. The principal part of its expenses are met by the fees and contributions of members of the society. The intention of its founders is to create a public sentiment in favor of the system of articulation adopted by them, so that the State will introduce the same method of instruction in the institution it supports.

A small legacy bequeathed to the New England Gallaudet Association suggested to its president, Mr. William B. Swett, the establishment of an institution where adult deaf-mutes who were without means of support could find a home and be taught a trade, and where at the same time children could be instructed and employed. The outline of a plan was submitted to many gentlemen who were in a position to judge of the probable success of such a school and home, and it met their approval. Consequently the New England Industrial School for Deaf-Mutes was organized. It received inmates in 1879. The school was formally opened in February, 1880. Of its industrial work the superintendent says:

The selection of trades will include only such as are remunerative and steady in every community, not forgetting instruction in cooking, housework, and sewing for the female pupils. I should adopt the Kindergarten system for the younger, which the size and location of the school will render possible. We shall keep on enlarging and improving the buildings as long as means will permit. Shoemaking, carpentry, type-setting and printing, the trades of machinist and blacksmith, especially those of farming and gardening, will be taught as soon as practicable. So that in carrying out this plan the school will be made in a great measure self supporting.

TABLE XVIII.—*Summary of statistics of institutions for the deaf and dumb.*

States and Territories.	Number of institutions.	Instructors.		Number under instruction during the year.			Total number who have received instruction.	Number of graduates who have become teachers.
		Total number.	Number of semi-mutes.	Total.	Male.	Female.		
Alabama	1	a6	0	a60	a40	a20	a200	a2
Arkansas	1	4	0	77	45	32	160	1
California	1	6	0	111	67	44	222	4
Colorado	1	3	.....	38	.....	.....	53	.....
Connecticut	2	19	1	262	160	102	2, 264	28
Georgia	1	4	2	70	36	34	300	3
Illinois	2	31	1	610	393	217	1, 480	15
Indiana	1	18	3	392	213	179	1, 271	.....
Iowa	1	12	3	198	117	81	600	0
Kansas	1	7	0	142	74	68	240	.....
Kentucky	1	9	2	124	67	57	756	.....
Louisiana	1	3	.....	43	23	20	.....	.....
Maine	1	3	0	19	11	8	21	0
Maryland	3	a15	1	150	86	64	263	3
Massachusetts	3	22	1	186	91	95	373	1
Michigan	3	a20	1	a397	a224	a173	850	.....
Minnesota	1	8	4	134	83	51	258	2
Mississippi	1	4	1	56	28	28	123	.....
Missouri	2	13	3	281	161	120	773	3
Nebraska	1	5	0	68	44	24	111	0
New York	6	79	12	1, 322	738	584	4, 038	87
North Carolina	1	7	4	102	49	53	.....	8
Ohio	2	28	7	468	255	213	1, 886	40
Oregon	1	2	0	15	8	7	43	.....
Pennsylvania	5	30	5	528	304	224	2, 088	12
Rhode Island	1	4	0	19	11	8	19	0
South Carolina	1	5	3	38	15	23	a164	.....
Tennessee	1	5	0	110	65	45	.....	0
Texas	1	5	0	89	53	36	302	.....
Virginia	1	8	1	98	60	38	501	3
West Virginia	1	5	2	65	43	22	167	1
Wisconsin	3	16	0	248	143	105	658	.....
District of Columbia	2	11	2	132	124	8	420	31
Dakota	1	1	1	5	4	1	.....	.....
Total	56	418	60	b6, 657	3, 835	2, 784	20, 504	249

a Including the department for the blind.
b Sex of 38 not given.

TABLE XVIII.—*Summary of statistics of institutions for the deaf and dumb*—Continued.

States and Territories.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last year.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
Alabama	a600	a100	a$84,750	a$15,000	$0	a$13,500
Arkansas	75	0	30,000	b4,000	0	14,676
California	.....	.....	a300,000	a36,000	900	a38,374
Colorado	70	.....	20,000	c16,935	0	15,835
Connecticut	2,750	50	256,000	36,649	3,006	45,789
Georgia	1,000	50	40,000	15,000	0	14,241
Illinois	4,000	500	300,000	95,000	.....	83,544
Indiana	3,003	.....	457,510	58,000	0	55,855
Iowa	482	0	200,000	57,280	0	50,280
Kansas	500	100	54,000	19,500	0	19,500
Kentucky	800	200	150,000	24,000	600	24,000
Louisiana	350	.....	50,000	.....	.....	.....
Maine	.....	.....	.....	2,200	.....	.....
Maryland	4,150	270	330,000	30,450	450	29,048
Massachusetts	896	.....	102,000	12,680	4,236	25,282
Michigan	1,500	330	a370,000	a40,000	a900	a40,000
Minnesota	850	10	200,000	24,000	0	24,000
Mississippi	600	.....	100,000	9,500	0	10,000
Missouri	800	300	135,000	d91,000	.....	d94,432
Nebraska	400	50	38,000	19,600	0	.....
New York	5,336	237	710,806	295,045	53,503	337,500
North Carolina	600	.....	50,000	.....	.....	a47,105
Ohio	2,000	200	500,000	86,000	.....	84,000
Oregon	0	.....	.....	d6,000	.....	.....
Pennsylvania	5,120	125	520,000	63,054	2,207	147,246
Rhode Island	280	.....	.....	.....	0	.....
South Carolina	.....	.....	a35,000	a7,800	.....	a7,166
Tennessee	175	25	125,000	25,000	.....	25,100
Texas	108	.....	90,000	.....	.....	7,700
Virginia	500	0	a175,000	a35,000	0	a32,362
West Virginia	542	60	a75,000	a25,000	0	a26,342
Wisconsin	1,000	.....	114,000	30,000	.....	48,476
District of Columbia	2,200	.....	650,000	c56,000	.....	53,200
Dakota	.....	.....	4,000	2,000	.....	.....
Total	40,787	2,607	6,266,066	1,237,693	65,802	1,413,691

a Including the department for the blind.
b For salaries; $125 per capita for support.
c Total receipts from all sources.
d For two years.
e Congressional appropriation.

The circumstances attending the founding and early days of many of these institutions are worthy of being called into notice, even though years have elapsed since they occurred. The South Carolina institution furnishes an example of unusual interest. Its originator and first principal was Newton P. Walker. He had obtained a substantial education in the common schools and by independent effort, and became the teacher of a neighborhood school. His wife had two brothers and a sister who were

deaf-mutes. One of these brothers brought to school one day a manual alphabet that had found its way there from the parent institution at Hartford; and seemed to have a dim idea that it was something for him. Mr. Walker was surprised to see the boy bringing to him the means by which he could instruct his unfortunate relatives. A species of supplemental class was formed. The sympathetic teacher applied his industry and inventive genius to its instruction. His success was complete. Other deaf-mutes connected themselves with the class. Soon the State lent its aid by paying for their tuition the same sum which it was paying for the tuition of those whom it was sending to the American Asylum at Hartford, Conn. In 1848 Mr. Walker spent several months in the Georgia institution. During the ensuing year the number of his deaf-mute pupils increased greatly. He dismissed his hearing pupils and devoted himself exclusively to his special field of labor. His interest in the school continued unabated till death. His last words were: "I love the deaf and dumb and the blind, and wish to stay with them. God calls me and I must go, but I will be buried close by."

The methods of enabling deaf-mutes to communicate with others without the use of writing form important parts of the instruction they receive. They are signs and lip reading. The sign language was commonly adopted at an early period in the history of deaf-mute teaching, because signs are the earliest and most natural mode of exchanging thoughts. The valuable treatise of Mr. Darwin "On the Expression of the Emotions in Man and Animals," and the elaborate investigations lately begun by Col. Garrick Mallery, of the Bureau of Ethnology, respecting the use of signs and gestures by the North American Indians, are valuable contributions to the scientific study of signs as a mode of communication natural in its origin and capable of extraordinary development whenever needful. Deaf-mute children will devise and employ signs whenever they have an opportunity to be with each other, and other methods of conversing will not prevent them from using signs whenever excited or interested about anything. Other reasons for using the sign language in teaching deaf-mutes are given by the principal of the institution at Hartford, Conn., as follows:

The sign language we use as a means, never as an end. We use it in conveying instruction because it is a time-saving and labor-saving machine, and the school life of mutes is so short that it renders the use of the most expeditious method imperative. We use it because the mutes understand it readily, and, when instruction is conveyed through it, can give their whole attention to the facts stated, and are not confused and hindered by an imperfect acquaintance with the medium used in imparting those facts. By the use of this language all the mental powers are stimulated and are better fitted for progress in whatever direction they may be turned. * * * There is a class of mutes who never acquire a sufficient knowledge of spoken language to enable them to take in through it ideas of any breadth, who yet, through the sign language, may receive moral and religious instruction, may become well informed on all ordinary subjects, may be taught to reason well, and may be fitted to become respected and useful members of society.

The system of articulation and lip reading opens up a natural communication between speaking and speechless people. It places the deaf-mute again in the family circle, gives him a share in the conversation, and relieves the solitude which otherwise falls to his lot. This system is also favored because it teaches the orderly use of language. Other methods of expression convey thoughts arranged to conform to the signs they use, and not according to good grammatical usage; this enables the deaf-mute to acquire, by a natural process, the conversational style of his friends and teachers, and gives him constant practice in the use of that skill which he has obtained.

The majority of American schools use a combined system. The idea which underlies the combination was recently expressed by Dr. Peet, of New York, as follows:

My thought is that in the combined method we can teach them [deaf-mutes] language by means of writing and the manual alphabet until they have acquired gradually, from day to day, a good knowledge of the English language; and that after that, or in addition to that, they can learn systematically and thoroughly the different methods of expressing the English language. One will be the use of a manual alphabet; another will be articulation; another will be writing. But when they thoroughly know

the English language on the one hand, and thoroughly understand the means of expressing the English language in articulate speech on the other, it is the simplest thing in the world, it seems to me, to combine those so that the deaf-mute who is well educated in the English language can take any form of expressing the English language and go out into the hearing world and communicate with others, either by writing or by speech.

Two great gatherings of persons interested in deaf-mute instruction have been held during the year. A noticeable feature of each was the interest taken in the progress and advancement of articulation and lip reading. The earlier convention was the Fourth Annual Conference of Principals of American Institutions for the Deaf and Dumb, held at Northampton, Mass., in May. Among the subjects considered were the advisability of combining articulation and the use of signs in the same institution, the relation of the National Deaf-Mute College to preparatory schools, and the necessity that applicants for admission to it should be skilled in the use of verbal language, familiar with the rules and principles of arithmetic, and established in character and means of employment adapted to deaf-mutes.

The Second International Congress for the amelioration of the condition of deaf-mutes was held at Milan, Italy, in September. The sentiments of the meeting were expressed in resolutions which were adopted by a large majority. Among them were declarations that, in consideration of the incontestable superiority of speech over signs for restoring the deaf-mute to society and giving him a more perfect knowledge of language, the oral method should be preferred to that of gestures for the education of the deaf and dumb; that the deaf-mutes taught by the pure oral method do not forget after leaving school the knowledge they have there acquired, but on the contrary increase it by conversation and reading; that governments should adopt the measures necessary for providing the means of instruction for all deaf-mutes; that the most favorable age at which the deaf-mute can be admitted into a school is from eight to ten years; and that the period of instruction should be at least seven years and preferably eight. The congress gave an enthusiastic and almost unanimous support to the purely and exclusively oral method of teaching the deaf-mute. This method has not been generally accepted by the most eminent instructors of this class of people in England and America. The reflections which the results of the congress elicited from thoughtful men in these countries deserve a wide reading and careful attention. E. M. Gallaudet, LL. D., president of the National Deaf-Mute College, Washington, D. C., in a note to the London Times, remarks as follows:

That the acquisition of the power of speech and the ability to read from the lips of others is an inestimable boon to a deaf-mute none are more ready to concede than the advocates of the combined system of education; and it must be understood that this system does not forbid the existence of schools in which the pure oral method may be employed. The supporters of the combined system are satisfied, however, that a large proportion of the deaf and dumb cannot succeed in speech, and they contend that with these the most beneficial results can be obtained by making a very considerable use of signs and dactylology.

The instruction of deaf-mute children at home has much to do with their success in mastering studies and language after they are sent to the schools conducted for their especial benefit. The finger alphabet can be learned and the little child initiated into family and social life. Pictures, with names connected, aid greatly. Obedience, industry, and other qualities essential to success in labor should be acquired early in life. The more technical studies should be left for the special teacher. They can be properly taught only by experienced teachers specially educated for their work. The ends of home instruction are accomplished if the child is given the memory of things which brighten and satisfy life, the ready use of written language and the manual alphabet, and habits of patience and labor. The work of the school grafted upon such a preparation will bear its best possible fruits.

The importance of industrial training for deaf-mutes is more recognized than ever. Trades and occupations suitable for the deaf and dumb are taught in most schools, and no institution is properly equipped until it has means for giving instruction in

them. They are an education in themselves, and may become a means of support. Each individual can choose an occupation for which his natural talents well qualify him from among the many lines of activity which may be pursued advantageously notwithstanding defective speech and hearing. The mechanical arts, gardening, painting, printing, and in general those occupations which depend on a skilful hand and an accurate eye may be undertaken with every probability of success. Lithography has been introduced into the Pennsylvania Institution for the Deaf and Dumb, and several students have shown marked excellence in their work. The variety of occupations upon which educated deaf-mutes enter may be inferred from the record of the persons who have gone out from the National Deaf-Mute College, as given by President Gallaudet:

Thirty-two who have gone out from the college have been engaged in teaching; two have become editors and publishers of newspapers; three others have taken positions connected with journalism; three have entered the civil service of the Government (one of these, who had risen rapidly to a high and responsible position, lately resigned to enter upon the practice of law in patent cases in Cincinnati); one, while filling a position as instructor in a western institution, has rendered important service to the Coast Survey as a microscopist; one has become an accomplished draughtsman in the office of a New York architect; one has for several years filled the position of recorder's clerk in a large western city; two have taken places in the faculty of their alma mater, and are rendering a valuable return as instructors where they were students but a short time since; some have gone into mercantile and other offices; some have undertaken business on their own account; while not a few have chosen agricultural and mechanical pursuits in which the advantages of thorough mental training will give them a superiority over those not so well educated.

TABLE XIX.—*Summary of statistics of schools for the blind.*

States.	Number of schools.	Number of instructors and other employés.	Number of blind employés and workmen.	Number of pupils.	Number of pupils admitted since opening.	Libraries.	
						Number of volumes.	Increase in the last school year.
Alabama	1	(a)	.....	(a)	(a)	(a)	(a)
Arkansas	1	13	4	32	139	750	.....
California	1	3	0	30	103	150	.....
Colorado	(b)	.....	.....	.....	.....	.....	.....
Georgia	1	6	4	58	182	600	100
Illinois	1	40	.....	132	605	.....	.....
Indiana	1	25	3	127	666	2,100	200
Iowa	1	35	10	113	420	1,000	100
Kansas	1	6	2	52	139	340	40
Kentucky	1	23	7	78	417	1,200	100
Louisiana	1	3	6	23	57	250	40
Maryland	2	19	6	72	278	275	50
Massachusetts	1	46	30	129	981	2,842	398
Michigan	1	(a)	.....	(a)	.....	.....	.....
Minnesota	1	10	2	27	48	400	.....
Mississippi	1	7	12	32	.....	427	40
Missouri	1	20	3	98	460	1,200	100
Nebraska	1	9	1	22	39	225	65
New York	2	100	11	382	1,760	1,940	168

a Reported with statistics for the deaf and dumb (see Table XVIII and summary).
b School not yet opened.

TABLE XIX.—*Summary of statistics of schools for the blind*—Continued.

States.	Number of schools.	Number of instructors and other employés.	Number of blind employés and workmen.	Number of pupils.	Number of pupils admitted since opening.	Libraries.	
						Number of volumes.	Increase in the last school year.
North Carolina	1	.....	.....	.....	.....	.....	.....
Ohio	1	61	9	180	1,043	500	.....
Oregon	1	.....	.....	.....	30	.....	.....
Pennsylvania	1	37	26	168	1,011	1,000	50
South Carolina	1	2	1	15	45	.....	.....
Tennessee	1	11	3	30	222	1,141	46
Texas	1	24	3	84	485	701	20
Virginia	1	6	2	35	240	100	10
West Virginia	1	4	0	24	56	200	30
Wisconsin	1	22	1	89	296	1,100	60
Total	30	532	146	2,032	9,731	18,431	1,557

TABLE XIX.—*Summary of statistics of schools for the blind*—Continued.

States.	Property, income, &c.				
	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year	Total expenditure for the last year.
Alabama	(a)	(a)	.....	.....	(a)
Arkansas	$20,000	$9,500	.....	$9,615	$10,027
California	(a)	(a)	$2,648	$38,648	(a)
Colorado	.....	.....	.....	.....	.....
Georgia	80,000	13,500	125	10,250	9,803
Illinois	114,713	28,318	1,697	30,016	33,382
Indiana	374,644	30,000	301	30,300	28,731
Iowa	300,000	21,200	648	27,128	24,293
Kansas	100,000	11,140	0	11,140	9,640
Kentucky	100,000	19,289	.....	30,648	22,578
Louisiana	c3,000	d10,000	0	6,600	7,200
Maryland	250,000	18,200	5,800	31,312	30,158
Massachusetts	305,637	30,000	11,560	67,094	65,029
Michigan	(a)	(a)	.....	.....	(a)
Minnesota	30,000	8,000	.....	8,000	8,000
Mississippi	6,000	8,400	0	.....	8,000
Missouri	250,000	33,000	0	33,000	30,800
Nebraska	15,000	8,200	0	8,200	6,765
New York	725,447	85,159	11,829	149,635	146,500

a Reported with statistics for the deaf and dumb (see Table XVIII and summary).
b For both departments.
c Value of furniture.
d Actual receipts on same, $6,000.

TABLE XIX.—*Summary of statistics of schools for the blind*—Continued.

States.	Property, income, &c.				
	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.
North Carolina	.....	.....	.....	.....	(a)
Ohio	$500,000	$33,000	$3,094	$36,094	$40,235
Oregon	.....	.....	.....	.....	.....
Pennsylvania	205,000	b43,500	21,246	53,871	54,626
South Carolina	(a)	(a)	c534	c8,334	(a)
Tennessee	110,000	17,000	0	17,224	16,569
Texas	75,000	18,710	0	18,710	19,910
Virginia	(a)	(a)	0	c35,782	(a)
West Virginia	(a)	(a)	.....	c27,163	(a)
Wisconsin	155,000	d19,200	.....	18,200	18,144
Total	3,719,441	465,316	60,062	707,564	590,339

a Reported with statistics for the deaf and dumb (see Table XVIII and summary).
b Actual receipts on same, $32,625.
c For both departments.
d Includes special appropriation for building purposes.

It is scarcely half a century since schools for the blind were first opened in this country. Their management and the methods of instruction employed in them have ceased to be matters of experiment, consequently their progress has come to be marked by growth rather than by change; each year is showing advance. Attendance is increasing, larger appropriations are being made, better facilities for obtaining apparatus and books are being enjoyed, new buildings are being erected or old ones adapted more closely to the needs of their occupants, and the means and methods of teaching are showing the improvement which is naturally due to the attention which has been bestowed upon them.

In Oregon the school for the blind, which was closed in May, 1879, has not been reopened. The legislature of Colorado has appropriated $20,000 for additional buildings and furnishing for the school, which has hitherto received only the mute; hereafter the blind will share the benefits of this institution. Several institutions have been enlarged recently in capacity and usefulness by the erection of buildings. In California a refectory and a girls' home are being built, in accordance with a plan for a series of cottages that was adopted after the disastrous fire which visited them in 1875. A new building has been erected in the girls' department of the Massachusetts school. It will be occupied by school, music, sewing, and knitting rooms, the library, and the collections of specimens of natural history, and various educational appliances. At the Pennsylvania institution a gymnasium has been built and furnished. The buildings of the North Carolina school have been enlarged by the addition of a wing to the principal building and the erection of a workshop for the colored department. Extensive repairs have been made in several other institutions.

The apparatus for the use of the blind has received a valuable addition in the invention of a point writer, which enables a blind person to write with the face of the page upward. This allows the operator to read the portion of the page which he has written, as is often desirable, without removing the sheet from the instrument and turning it over. Few appliances, other than books, have as yet been provided by the

American Printing House for the Blind, at Louisville, Kentucky, which was endowed by Congress last year. Its work in the early part of the year was confined for the most part to stereotyping books that were out of print and were still in demand.

In August, the board of trustees, composed of the superintendents of the several schools in the country and several citizens of Kentucky, met at Louisville, accepted their trust, empowered the members resident in the State to manage the property and direct the financial affairs of the printing house, and recommended the appointment of a committee to present annually a list of books to the superintendents of the several institutions, from which each superintendent might choose one. Books receiving the greatest number of votes are to be printed in such type as the majority may designate. The following list of books has been made out: A series of readers in the New York point style of print; Swinton's Outlines of History; Boys of Other Countries, by Bayard Taylor; Macaulay's Essay on Clive; Motley's Essay on Peter the Great; Hill's Principles of Rhetoric; Steele's New Chemistry; Dana's Geological Story; Hill's Elementary Geometry; Robinson's Algebra; Lockyer's Primer of Astronomy; Lawrence's Primer of American Literature; Selections from Bryant; Macaulay's Lays of Ancient Rome; and Nichol's Fireside Science.

Any institution may designate what books shall be printed for itself, up to the full amount of its share of the proceeds of the national endowment fund, and the style of type that shall be used, and it may make a requisition for books or apparatus not provided by the American Printing House to an amount not exceeding 20 per cent. of its share. The amounts assigned in the division of the income ($10,000) of the national grant varied in 1880 from $50.46 to the Oregon and South Carolina institutions to $1,045.87 to the New York City school, or $4.59 to each pupil connected with the various schools on the first Monday of January of the year previous. This enumeration in 1880 showed 2,245 blind pupils, and the per capita allowance for 1881 is placed at $4.45. The amount of this aid and the manner in which it is provided make it of inestimable value.

The establishments which have been engaged in printing for the blind have devoted themselves chiefly to the production of text books, and have avoided the publication of religious literature. This work is about to be undertaken by a society organized for the purpose in Philadelphia. Leading ministers of the several denominations are upon its board of trustees, and no book is to be printed without the unanimous approval of the board.[1]

Admission to the several institutions is usually free to persons of suitable age and condition residing in the State in which the institution is located, if their sight is so defective as to render it impossible for them to be educated in the public schools. In some States, as, for instance, Maryland, Massachusetts, and Virginia, only the indigent blind are educated at public expense.

The suitable age for children to enter a school for the blind varies with their circumstances. The suggestion on this point offered to the parents of blind children in Ohio is, "If they can be under good influences at home, can have the care of mothers and sisters, can take exercise in the open air, can be taught the use of words, can learn to count and to perform some of the operations in arithmetic, and commence learning to read, it is unquestionably better for them to remain at home until they are ten or perhaps twelve years old." Many schools have inferior and superior limits fixed as to the ages at which youth may be admitted. The inferior limit varies from 6 to 10 years, and the superior from 18 to 25 years. Oftentimes the latter limit does

[1] In connection with this subject, I would invite special attention to Dr. William Moon's Embossed Alphabet and the numerous books for the blind prepared in those characters. The alphabet is based on the ordinary "Roman" letters, eight of which are retained unaltered, fourteen others having parts left out, and five being replaced by new but very simple forms; it is easily learned by the aged and by those whose fingers have become hardened by work. It is therefore specially calculated to favor home reading and private study by the blind, but is not intended to antagonize any other effort for their enlightenment or improvement by public or private agencies already established. Dr. Moon's particular desire is to establish free lending libraries for the adult blind in the chief cities and towns of the world, and to organize a system of instruction by Bible-readers, district visitors, and other agents, so that the darkened life of the many who are too old for school and too poor for idleness may be cheered and sustained by this introduction of elevating thought and emotion. Dr. Moon's publications are in more than two hundred languages and dialects, and are distributed to all parts of the world.

not apply to the workshops, so that all who may be benefited by training in them are received. A child is of suitable condition for attendance when he is possessed of sufficient physical soundness and vigor and mental capacity to be benefited by the teaching afforded and is not confirmed in vicious habits. The interrogatories that are sent to persons who wish to place children in these schools inquire not only as to the matters already mentioned, but also as to the duration, cause, and extent of the blindness, and the habits, conditions, and relations of parents and other relatives, in order that light may be thrown upon the cause of this grievous calamity. Superintendents of these schools are urging parents of blind children to give close attention to preparing them for school work. They may be prevented from acquiring habits that will seriously hinder their future progress, and may be aided in gaining information, making advances along the line of school training, and forming habits of study and usefulness. Fondness for music should be cultivated, and physical activity encouraged and required.

The typical institution for the education of the blind has three departments, viz, the literary, the musical, and the industrial. The literary department is devoted to instruction in the studies pursued in the primary and intermediate grades of public schools, and occasionally in branches commonly found in high schools. The methods employed are much the same as in other schools. Kindergarten instruction and object teaching are producing good results. The superintendent of the Massachusetts school says: "The introduction of the Kindergarten in our primary classes proves to be as important an era in the development and progress of education for the blind as in schools for the seeing." Some schools have a definite course, which must be passed over before the pupil is entitled to a diploma. Most studies are as easily mastered by blind as by seeing scholars. Geography seems to give greater trouble. The report of the committee that examined the scholars in the Kansas institution gives testimony to the capacities of the blind for learning as well as to the efficient work of teachers in that special school. It says: "The literary training and education which the blind are receiving in the Kansas institution is as good as that which pupils are receiving in any of the public schools of the State."

The musical department supplies instruction in vocal and instrumental music and in the tuning of pianos and organs. The experiences of the year have furnished additional proof that through this musical instruction a few blind become eminent in their calling, a larger number attain a proficiency sufficient to make their accomplishment a means of livelihood, and still more obtain a knowledge and expertness which enable them to be a pleasure to their friends and a solace to themselves. The tuning and repairing of musical instruments continues to be one of the most available and profitable industries open to the blind, and instruction in it has been recently introduced into several institutions.

The principal trades which are taught the blind are cane seating of chairs and the making of brooms, brushes, and mattresses for the boys, and hand and machine sewing and fancy work for the girls. The comparative value of the different industries and the prominence given them by the several schools depend much on the locality. In the institution in New York City preference is given to mattress making; at the New York State school and the schools in Ohio and Wisconsin, to broom making; and in the Minnesota school, to cane seating. The school in Ontario, Canada, follows basket making as the chief industry.

The superintendent of the Pennsylvania school says:

Our institution * * * has attempted to instruct in every branch that we have heard of suitable for the blind; basket making was introduced, and may, possibly, be renewed. In some places it has succeeded. Of the branches taught for some years, broom making is the prominent one. * * * We make brushes to a limited extent, and also teach carpet weaving, mattress making, and cane seating. * * * We find that broom making can be most successfully followed in after life.

Of work for female pupils, he says:

They become skilful operators of the sewing machine. We teach them to sew and to knit, also crocheting. We have introduced the beautiful Indian basket work.

After some trouble, an Indian woman was engaged to teach the pupils We get the material already prepared, and the work is satisfactory, and nearly supersedes the bead work.

The shops usually pay a little more than current expenses, not including teaching. Among the reasons why they are not more profitable are the competition of machinery, the amount of imperfect work done by the blind learners, and the waste incident to the employment of unskilled laborers. In Arkansas, any surplus remaining after current expenses are paid may be used in aiding indigent graduates to set up in business.

Other States make provision for giving the poor who go out of their institutions the tools necessary to the successful conduct of the trades they have learned. Pennsylvania has established two industrial homes for needy graduates of her school and other adult blind

TABLE XX.—*Summary of statistics of schools for feeble-minded youth.*

	Name.	Number of instructors and other employés.	Number of inmates.			Number dismissed improved since opening.	Income.	Expenditure.
			Male.	Female.	Total.			
1	Connecticut School for Imbeciles	25	47	31	78	.....	.....	.....
2	Illinois Asylum for Feeble-Minded Children.	70	238	193	431	289	$60, 000	$60, 000
3	Indiana Asylum for Feeble-Minded Children.	44	45	27	72	.....	12, 000	12, 000
4	Iowa State Asylum for Feeble-Minded Children.	27	98	62	160	10	24, 000	24, 000
5	Kentucky Institution for the Education and Training of Feeble-Minded Children.	29	71	63	134	73	33, 964	29, 561
6	Private Institution for the Education of Feeble-Minded Youth, Barre, Mass.	7	46	18	64	140	.....	36, 500
7	Massachusetts School for Idiotic and Feeble-Minded Youth.	21	67	53	120	.....	18, 000	18, 000
8	Hillside School for Backward and Feeble Children, Fayville, Mass.	9	6	3	9	15	.....	.....
9	Minnesota School for Idiots and Imbeciles	8	14	8	22	0	6, 000	3, 050
10	Idiot Asylum, Randall's Island	.....	119	92	211	.....	.....	.....
11	New York Asylum for Idiots	54	.....	.....	289	750	55, 696	53, 305
12	Ohio Institution for the Education of Imbecile Youth.	114	348	218	566	201	92, 945	92, 945
13	Pennsylvania Training School for Feeble-Minded Children.	78	199	117	316	458	62, 116	63, 143
	Total	486	1, 298	885	a2, 472	1, 936	364, 721	394, 504

a Sex of 289 not reported.

The interest in the education of feeble-minded children is extending, and efforts for their improvement are largely successful. The table shows an increase in the force of teachers and officers and in the attendance of pupils. No new school appears on the list. An attempt has been made in Maryland to establish an institution of this class; a bill in its favor passed the house of delegates but failed in the senate. A corporation styled the Maryland Institution in Baltimore County for the Feeble-Minded was formed and is endeavoring to obtain funds sufficient to warrant the opening of a school. The condition of established schools is shown not only by their statistics, but also by many facts in their recent experiences.

The difficult task of adapting the lessons of the school room to the capacities and eccentricities of the pupils has received continued attention. In Illinois the pupils are divided into ten classes. The three highest are regularly graded; the others are instructed according to the needs of individual pupils. Abundant testimony to the general success of school room work exists. When the Minnesota school opened last year one child only could read; the remainder had received no instruction. At the end of a year, during which twenty children were admitted, two had written letters home, seven used writing books, three read in the primer, seven sang, and about half joined in the physical exercises of the school room. At the private school in Barre, Mass., five day schools have been in operation. The sessions are from 9 to 12 o'clock and from 2.30 to 5 o'clock. The great variety of exercises devised serves to secure attention, and to prevent undue weariness amusements are largely used in arousing the children's dormant powers. Kindergarten methods have been introduced, and have proved of great advantage as a means of imparting instruction and of developing general capacity for industrial training.

The shops in which pupils have been employed have contributed somewhat to the maintenance of the schools. In some instances extended repairs have been made and much painting and carpentry done by inmates. Farm labor is still recognized as the best work that can be provided. Wherever there is little or no land the wish is expressed either for a larger area or for a change of location that will place the institution upon an extensive farm. Work upon the grounds and gardens is found conducive to the health and improvement of the inmates, as well as profitable to the institution.

The superintendent of the Iowa State asylum says:

More than two-thirds of all our institution work is performed by the pupils who, three years ago, were utterly incapable of performing any kind of duties whatever. In kitchen, dining room, laundry, and household duties our girls assist, and in sewing many have become quite efficient.

In the Massachusetts school for feeble-minded girls the sum saved by the work in the sewing school more than equals the salary of the teacher.

The results of these schools for feeble-minded children confirm the opinion given by a committee of the Charity Organization Society of England "that a small proportion may be made self supporting; that a further larger proportion may be trained to do some useful work; and that as a general rule the habits of the remainder can be improved so as to make their lives happier to themselves and less burdensome to others." Thus the dictates of policy unite with feelings of sympathy and the demands of philanthrophy in urging the establishment and liberal maintenance of these schools. Other nations recognize the necessity and value of similar institutions. Great Britain has seven within its territory; France, four; Germany, fourteen. In no country has provision yet been made for the education or care of more than a small portion of the feeble-minded.

Accurate statistics taken for the sole purpose of showing the proportion of feeble-minded in certain counties in Illinois proved that they existed there in the ratio of one to every six hundred of the population.

Investigations are being made by Dr. Isaac N. Kerlin, superintendent of the Pennsylvania Training School, for the purpose of ascertaining the causes of idiocy, in order that means may be used for its prevention. He has examined already into the antecedents of 100 feeble-minded children. Of these, 56 were descended from consumptive stock, 38 from the intemperate, 35 from those nervously disordered, 18 from weak-minded persons, 16 from epileptics, 10 from the insane, 7 from consanguineous parents, 6 from the paralyzed, and 2 from the syphilitic. It is the intention to continue these investigations until 1,000 cases have been considered, and it is believed that results will be reached which will aid legislation and individual prudence in limiting the number of feeble-minded and lessening the burden of caring for and educating them which morally rests upon the state.

TABLE XXI.—*Summary of statistics of reform schools.*

States.	No. in each State.	Number of teachers, officers, and assistants.		Number committed during the year.	Number discharged during the year.	Present inmates.			
						Sex.		Race.	
		Male.	Female.			Male.	Female.	White.	Colored.
California	1	19	2	.....	.....	107	62	.....	.....
Connecticut	2	15	28	219	162	307	160	a144	a18
Illinois	4	15	44	141	97	343	301	a220	a19
Indiana	3	17	30	148	202	330	176	a141	a7
Iowa	2	14	14	62	50	180	62	215	27
Kansas	1	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky	1	12	6	85	66	180	42	164	58
Louisiana	1	7	4	92	89	99	.....	34	65
Maine	1	8	8	44	46	120	.....	116	4
Maryland	4	32	42	233	212	426	248	497	177
Massachusetts	13	45	45	533	628	900	98	a658	a25
Michigan	4	42	17	2,637	2,790	1,215	90	b1,751	b150
Minnesota	1	2	4	43	40	109	10	a106	a3
Missouri	1	13	7	177	194	174	72	194	52
New Hampshire	1	5	5	29	33	100	15	114	1
New Jersey	4	20	23	184	210	409	64	422	51
New York	10	107	80	1,614	1,560	1,813	358	a1,919	a118
Ohio	6	63	66	688	621	1,163	319	a721	a73
Pennsylvania	3	38	47	479	519	647	164	598	213
Rhode Island	1	6	8	121	113	190	40	.....	.....
Vermont	1	7	8	22	28	103	19	120	2
Wisconsin	2	27	31	167	140	452	86	523	15
District of Columbia	1	12	9	63	53	159	.....	79	80
Total	68	528	528	7,781	7,853	9,535	2,386	a8,736	a1,154

States.	Present inmates.		Number committed since establishment.	Libraries.		Annual cost of institution.	Total annual earnings of institution.
	Nativity.			Number of volumes.	Increase in the last school year.		
	Native.	Foreign.					
California	.....	.....	3,121	400	.....	$50,000	.....
Connecticut	a155	a5	3,506	3,000	120	42,082	$2,000
Illinois	a206	a32	2,755	1,678	340	52,072	21,851
Indiana	a133	a15	2,192	300	100	66,991	8,833
Iowa	a155	a25	917	400	.....	18,000	.....
Kansas	.....	.....	.....	.....	.....	.....	.....
Kentucky	206	16	1,064	375	.....	27,294	5,470
Louisiana	99	.....	.....	.....	.....	12,500	314
Maine	115	5	1,653	1,525	34	18,600	4,000
Maryland	a454	a30	3,826	1,600	150	115,859	46,653
Massachusetts	a584	a34	10,647	5,745	119	151,568	21,196
Michigan	c1,785	c985	31,007	4,100	800	304,111	356,439

a This distinction not reported in all cases.

b Includes report of race of whole number committed during the year in the House of Correction at Detroit.

c Includes report of nativity of whole number committed during the year in two institutions.

TABLE XXI.—*Summary of statistics of reform schools*—Continued.

States.	Present inmates.		Number committed since establishment.	Library.		Annual cost of institution.	Total annual earnings of institution.
	Nativity.			Number of volumes.	Increase in the last school year.		
	Native.	Foreign.					
Minnesota	a100	a9	409	900	30	$37,679	.....
Missouri	.....	.....	4,187	600	.....	33,883	$7,476
New Hampshire	40	75	1,021	280	50	12,000	5,000
New Jersey	a208	a7	1,454	1,110	35	51,764	15,409
New York	a640	a377	33,280	7,431	634	306,323	122,040
Ohio	a478	a60	9,747	4,459	300	143,424	86,595
Pennsylvania	643	168	17,313	30,195	.....	108,565	20,629
Rhode Island	.....	.....	2,967	400	.....	23,166	.....
Vermont	.....	.....	619	380	.....	18,309	3,709
Wisconsin	a399	a45	2,067	1,275	700	51,181	600
District of Columbia	.....	.....	.....	885	.....	28,892	.....
Total	a6,400	a1,988	133,812	67,047	3,412	1,764,323	729,230

a This distinction not reported in all cases.

The work carried on by the reform schools of the country is worthy of particular attention. When the scope and value of these schools are correctly understood they will be liberally supported, improvements in them will be provided for and appreciated, and similar institutions will be established in States where none now exist.

The reformatory schools of the United States, not including those under denominational control, may be classed as reform schools proper, industrial schools for girls, and supplementary institutions. A reform school proper is an institution maintained by a State or city, or other civil organization, for the protection, education, and discipline of juvenile offenders. According to the decision of a Pennsylvania court, it "is not a prison, but a school; its object is reformation by training its inmates to industry, by imbuing their minds with principles of morality and religion, by furnishing them with means to earn a living, and above all by separating them from the corrupting influence of improper associates." A contrary decision has been rendered by the supreme court of Illinois, to the effect that the reform school of that State is a *prison* for juvenile offenders.

The schools which are to be classed under the first head are about thirty in number. They often receive youth of both sexes. The grounds for the commitment of offending youths to reform schools differ in the various States. In some instances the statutes require that the culprit should be convicted in court of some crime punishable by imprisonment. This is the only ground of commitment in the case of six institutions, and a sufficient ground in seventeen others.

The examination of the offender before a justice of the peace or other designated officer suffices for admission to nine institutions. Offences for which the law provides no penalty, as idleness, vagrancy, or decidedly mischievous propensities, are accepted causes for commitment in fourteen instances, and determined rebellion against parental authority in thirteen.

Seven reform schools receive children who are neglected or deserted by parents, and therefore peculiarly exposed to temptations, and five, children committed by parents without reason specified. In nearly all cases the persons committed must be less than sixteen years old. The lower limit of age is not so uniform, and varies from seven, or even less, to eleven years. In New Hampshire the governor and in New Jersey judges

of superior courts can transfer from prison to the reform school such minors of suitable age as will be likely to be benefited by the change. In several States alternate sentences are given, so that the guilty party may be moved from the reform school to prison if he proves unmanageable. The term of confinement usually extends to the time when the offender shall have attained his majority or until he is reformed. Shorter sentences have not been found beneficial. When reformation is effected the end for which commitment was made is accomplished. Further seclusion would decrease the opportunities to meet and prepare for actual life. If reformation is made a condition of discharge the best youth only go out; and they leave the society of persons inferior to themselves in manliness and character. For these and other reasons indefinite sentences terminating at reformation are looked upon with favor.

When a youth is received into a reform school he is to a large extent deprived of opportunities to do mischief and removed from injurious influences. It is then the work of the school to make this deprivation and removal as complete as possible; to accustom each inmate to the restraints, duties, and amenities of social life; to form in him habits of correct deportment; to instruct him in studies adapted to his age and capacity; and to require of him such labor as shall be advantageous to himself and the institution. The possibility of harm being done or received is reduced to a minimum in a majority of institutions by classifying, employing, and watching the inmates. A classification is often made so as to bring those of similar moral development into relations with each other. For instance, in the Massachusetts State Reform School at Westboro', those who are received are assigned to classes according to their personal characteristics. The comparatively mild tempered and well disposed are placed in trust houses, where they have home influences and surroundings. Those who are older and more hardened in their evil habits are assigned to the industrial department. In about one-third of the institutions the family plan has been adopted, which permits the division of the inmates into companies usually of forty or fifty, on the basis of character or age, or both. The primary object of such division is to secure to the individual personal attention, home restraints and associations, and that freedom which cannot be allowed where large numbers are congregated. Its successful operation, as was said in a report of the Rhode Island board of State charities, depends largely upon, "first, the pleasantness of the home made for the boys; second, the influence and personal ascendency of the officers placed over them; third, the use of all legitimate means for quickening their aspiration and stimulating a desire for honorable distinction; and lastly, what is of very great importance and with the right men for officers and teachers is entirely possible, the creation of a public sentiment under whose influence the good boys will assist in restraining and controlling the bad." The theory of giving parental attention to the comfort and wants of inmates is being generally carried into practice. Appeals are made more frequently to the nobler impulses. Manliness and generosity are awakened. In the New Jersey Reform School much good has been done by paying the boys for overwork and allowing them to spend the money for approved objects. The report says:

Sometimes a small sum goes to cheer the heart of a widowed mother, sometimes to purchase a present for a fellow pupil, sometimes for a book or personal want. A deputation recently called on the superintendent for permission to contribute to the travelling expenses of a classmate about to be released whose family resides in Illinois. The pupils of the No. 2 house purchased a cabinet organ and presented it to the family, and afterward ornamented the school room with a series of pictures. This system under its careful supervision has proved satisfactory. It is but justice to the boys, is a great gratification and encouragement to them, and aids in making careful, efficient workmen.

At the Western House of Refuge, at Rochester, N. Y., special opportunities for boyish sports are given. Large and suitable playgrounds are provided. Marbles and kites, balls and bats, sleds and skates, are furnished in their season, and a gymnasium has been fitted up and opened. Similar opportunities are offered by other schools, and many innocent pleasures and pastimes are devised for the purpose of allaying evil and arousing good in hearts where kindness triumphs oftener than force.

The methods of government employed in reform schools are tempered with mercy. Mild measures are preferred to corporal punishment. Military drill has been found to contribute to discipline. In Colorado the principal penalty for misconduct is standing erect on a line with arms folded during all other than work, school, and sleeping hours. The common method of securing good conduct is allowing the scholar to earn promotion through regular prescribed grades until a discharge is merited. The general plan has various modifications in the several institutions, but remains essentially the same. A newcomer is placed in a specified grade. He may be degraded for misconduct to lower grades or promoted to higher. Each day he earns a prescribed number of merits if his conduct be good; if it is bad, he receives demerits varying in number with the offence committed. When demerits exceed merits by a certain number, degradation ensues. When the merits are sufficiently in excess, advancement comes. Usually the merits and demerits are balanced at the end of the month or other definite period. The number of merits that can be obtained, the number required for promotion, and the number of promotions before discharge have such relations to each other that from twelve to eighteen months must be spent in the institution, and so much good conduct shown as will warrant a presumption that the person in question has reformed. The results of this system have been excellent. A report of the reform school in Connecticut says: "While many boys who have left the school on expiration of sentence have been again returned for offences committed, not a single boy has thus far been returned who went away upon his 'honor' or because he was considered a reformed boy."

The youth who find their way into reform schools are surprisingly ignorant of the subjects upon which instruction is given in the schools. They oftentimes have more than ordinary intellectual powers and they are of an age when mental acquisition is easy. Consequently there are many instances of remarkable educational progress and the general results of instruction are good. Reading, writing, and arithmetic are the leading studies. Geography has a prominent place. Composition and letter writing are encouraged; the reading of essays was this year made a prominent feature of the closing exercises with the Detroit (Mich.) House of Correction. Of the study of history the superintendent of the Indiana House of Refuge says: "Recognizing the impossibility of fitting these boys for citizenship without their acquiring a knowledge of the history of their own country and of its institutions, I require it to be taught in the families during the evenings, and on Saturday evenings all the boys assemble after supper in chapel and recite the lesson to myself. This course in history promises to be one of the most interesting and profitable features of our educational work." Vocal music is quite generally taught, and bands are organized in many institutions. Much is done in this way toward entertaining the boys and softening their natures. Much attention is paid to making the libraries of the most possible advantage.

The industries pursued in the reform schools should, so far as possible, be adapted to the capacity of individual scholars, and should be systematically pursued as a means of training. When admitted the boys are wholly untaught, and they are not easily transformed into skilled laborers. Sometimes the necessary mental qualities are absent. Oftener moral defects hinder improvement. On account of this lack of skill and disposition, simple forms of labor, gardening, the seating of chairs, and like employments, are more frequently provided. The profitableness of the work depends much on its being adapted to those who perform it. Other factors enter into the account. The location of the school, the industries followed in its neighborhood, and the pursuits that have been and will most naturally be familiar to those who are being prepared for usefulness need to be considered. Some superintendents claim that the moral influence of certain kinds of labor entitles them to special notice. The gardener of the Connecticut State Reform Schools says: "I find also among the boys of this institution, no matter how rough they may be, that to let them work among the flowers will surely tone them down and make better boys of them." The healthfulness of pursuits is not forgotten in choosing them. Some schools are careful to furnish work which fits those who do it to earn a living by it in the future. By so doing they are

rendering greatest service to the States in which they are located. Ignorance of a legitimate trade or calling is the open door to crime. That ignorance ought to be removed early in life. If not done then it should be attempted later. The prisons of some foreign countries are conducted on this principle. It is said that in Bavarian prisons "it is made a special object to impart a trade, and so to teach the art of self help to all prisoners who have the necessary capabilities and whose terms of sentence are long enough to permit it." This practice is commendable in prison administration, and much more so in reformatory institutions, for their inmates are of the ages at which preparation for active life is the natural occupation, and their purposes are more educational than punitive. Only that labor which occupies the mind, increases the intelligence, and arouses the ambition is suited to the ends of reformatory education. By this rule should the work of the reform schools and houses of industry be selected and designed. The Minnesota State Reform School, among others, is conducted with regard to this idea. A recent report speaks of its industrial department as follows:

These shops are part of our educational equipment, as much so as the school room. The education which leaves a youth destitute of the knowledge of any branch of business or labor by which he might earn a living is so far defective. This defect we aim to supply, so far as in our power, by supplementing the knowledge of the school room with a knowledge of some branch of skilled labor. Our aim has not been simply to make money out of the boys, but to teach them to be workmen at trades in which there is something to develop their mechanical powers. We deem it our first duty, as guardians of these youth, to seek to promote their best future welfare, and, in our judgment, this is most likely to be secured by the cultivation of their minds and hands, making them intelligent and skilful.

As to the practical results of reformatory education, a late authority says:

Of the estimated twelve thousand in reformatories, strictly so termed, 60 per cent. at least will be trained into good citizens. Some would claim more than this, say 75 or 80 per cent., but there are no statistics that bear out this claim. Perhaps the percentage of worthy citizens trained up among the whole twenty-five thousand in preventive and reformatory schools would be as high as 75.

Of 179 released from the Massachusetts State Reform School on probation, 156 have been spoken of as doing well, working steadily and earning good pay. Twelve were reported as doing poorly and eleven decidedly bad. In the New Jersey report is the following remark, which is suggestive to those who would aid in continuing the reformatory work which is necessarily only commenced in school:

The prospect of permanent reformation on the part of many of our pupils would be greatly increased could we secure for them, when prepared to leave the institution, desirable homes, where the instructions they have received will be continued and enforced. Selfishness is perhaps inseparable from human nature, but from masters who aim only at selfish ends we endeavor to protect them. We think that many of our boys are deserving of good homes, and would, by willing and effective service, well repay considerate Christian usage on the part of persons disposed to take them into their families.

The institutions which may be classed as industrial schools for girls are usually private charities, incorporated and employed by the State for the custody, guardianship, discipline, and instruction of girls viciously inclined. These include, first, the stubborn, unruly, and disobedient; second, truants, vagrants, and beggars; third, those manifestly tempted toward vice and immorality; fourth, those who have committed any offence punishable by fine or imprisonment, or both, other than imprisonment for life. Most of the girls received belong to the second class. Few of those of any class are accustomed to self control or submission to authority. Time, skill, and perseverance are required to bring them to an honorable and useful womanhood. All the inducements to a noble and pure life which morality and religion hold out must be used.

Constant employment is furnished the girls during their reformatory course. For example, in the Massachusetts school the girls work from 8 to 11.45 A. M. and from 12.45 to 2.45 P. M. They are in the school room from 6 to 6.45 A. M. and from 3.15 to 5.30 P. M. The remainder of the time from 5.30 A. M. to 8 P. M. is spent in eating,

recreation, and miscellaneous work and exercises. Most of those who enter these schools have little or no education. Out of 26 who entered the House of Refuge at Baltimore, Md., during the past year, only about one-third could read or write, and were quite contented with their attainments, finding their chief objection to the place the school work required. Much better reports come from other sources. In the Illinois Industrial School the earnestness of the pupils was so great that they objected to a vacation which would suspend study for a few weeks during warm weather. The usual aim is to give each pupil a common school education. Some schools give prominence to special branches. Thus in the Massachusetts schools compositions are expected once in two weeks. During the long evenings of the autumn and winter the members of the girls' department of the Iowa Reform School keep up an excellent literary society. The training of the ear and the eye by means of music and drawing is recommended as having an important influence on physical, mental, and moral culture. Housework and special industries employ the working hours of the inmates. In the Wisconsin school an entire change is made in the allotment of housework every three months, so as to relieve monotony and teach to all the work of different departments. No girl is allowed to leave the Iowa school until she has become proficient in every department of household labor. Objections are raised to teaching industries connected with machinery, on the ground that the pursuit of such callings exposes girls to the temptations which ought to be most carefully avoided.

Whenever the proper officers of an industrial school know of a suitable opening, it is customary for them to bind out trustworthy girls. The officers retain supervision over them, and they are returned to the institution if the terms of the indenture are broken. Great care is being exercised in the selection of homes, and close attention is paid to those who have gone out from the influence, but not from the control, of the several institutions.

The results of training in industrial schools are very encouraging, except in the case of girls who were confirmed in vice when received. Of 124 who have been in the Maryland House of Refuge, 77 are reported as doing well, 31 as having returned to evil practices, and 16 as hopeful. Of the 37 sent out during the past year from the Ohio Industrial Home, 34 are giving promise of leading useful lives.

The institutions which supplement the work of the reform schools proper are those which receive neglected and dependent children and those which occupy a place nearer the prison. There are between thirty and forty institutions of the latter class, usually styled either houses of correction or workhouses. Most of them allow inmates few or no educational opportunities. Several have evening schools. The report of the director of the school in the New York State Reformatory presents many important facts and thoughts. The school was organized in October, 1879. The evenings were spent by the inmates alternately at the school and in the preparation of lessons. Six classes were formed, according to the attainments of the pupils. There were therefore in each about eighty men between sixteen and thirty years of age. The instruction was made to depend on three things, viz, the previous scholarship of the men, the practical bearing on their future life, and the variety of subjects necessary to prepare them for citizenship. Common school studies and lessons on the laws of health, the elementary truths of mechanics and the rudiments of ethics, occupy their attention. Written examinations occur once a month. The general improvement is remarkable. A fact that has surprised the teachers is that the prisoners are "singularly weak in mathematical ability," even though they are capable of understanding and appreciating literature, history, and science.

The industrial training obtained in houses of correction is principally that which is incidentally acquired by working at the remunerative industries carried on in the several institutions.

TABLE XXII.—*Summary of statistics of homes and asylums for orphan or dependent children, infant asylums, and industrial schools.*

States and Territories.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
PART 1.—*Homes and asylums, &c.*										
Alabama	4	17	449	142	54	88	775	2	$8,136	$7,883
California	9	103	1,520	a1,367	643	426	850	.....	117,180	122,379
Connecticut	6	40	2,320	405	232	173	1,600	70	40,086	40,084
Delaware	1	6	634	60	36	24	350	.....	4,772	4,708
Georgia	9	31	1,183	359	164	195	1,250	110	112,562	117,065
Illinois	11	113	6,514	1,129	601	528	1,921	20	123,188	111,568
Indiana	11	77	5,359	717	402	315	615	85	42,115	54,931
Iowa	2	29	1,570	175	94	81	1,260	10	38,005	41,819
Kansas	1	4	1,950	82	50	32	250	25	4,200	4,150
Kentucky	12	67	3,315	774	294	480	1,556	156	60,613	72,042
Louisiana	8	69	12,842	1,096	292	804	875	101	38,797	34,095
Maine	4	22	1,819	439	182	257	1,000	250	16,309	15,619
Maryland	13	98	6,485	a929	313	491	3,459	368	47,791	68,311
Massachusetts	21	197	54,855	a1,593	907	651	3,265	313	198,298	190,093
Michigan	9	88	8,623	a687	401	246	1,394	124	57,448	57,062
Minnesota	1	4	540	30	20	10	.....	.....	3,000	3,000
Mississippi	2	18	748	123	50	73	800	300	8,316	8,462
Missouri	14	164	7,353	1,305	492	813	1,530	73	61,325	66,695
Nevada	1	5	215	71	45	26	730	.....	.....	17,000
New Hampshire	3	15	317	90	39	51	625	25	7,203	7,020
New Jersey	12	69	6,294	827	355	472	1,300	20	40,766	49,606
New York	72	894	140,787	9,867	5,114	4,553	20,747	1,262	1,213,658	1,199,713
North Carolina	2	17	578	300	88	112	200	.....	13,362	13,216
Ohio	34	419	36,268	a2,150	1,800	1,350	7,652	631	335,522	307,485
Oregon	1	2	220	14	6	8	20	0	1,752	1,177
Pennsylvania	40	500	27,243	a5,508	3,176	1,756	24,932	2,363	1,287,254	891,256
Rhode Island	5	31	2,937	339	177	162	570	32	29,614	26,403
South Carolina	3	44	5,334	394	277	117	3,075	133	34,884	52,077
Tennessee	4	12	1,809	198	71	127	504	40	10,500	10,500
Texas	1	18	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	2	20	1,815	165	90	75	150	8	10,000	10,000
Virginia	8	29	987	199	68	131	150	*65	12,650	11,832
West Virginia	1	8	.....	52	0	52	.....	.....	7,602	8,438
Wisconsin	12	58	3,425	563	281	282	1,090	191	30,426	27,385
District of Columbia	4	41	3,846	363	177	186	775	35	16,982	16,982
Indian Territory	2	10	438	130	63	67	60	.....	22,000	14,286
New Mexico	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	355	3,347	350,321	a53,542	17,054	15,128	85,420	6,812	4,065,316	3,596,136

a Sex not reported in all cases.

TABLE XXII.—*Summary of statistics of homes and asylums, &c.*—Continued.

States and Territories.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
PART 2.—*Infant asylums.*										
California	1	3	.....	38	18	20	.....	.....	$5,969	$5,274
Connecticut	1	.....	.....	a11	.....	.....	.....	.....	.....	760
Illinois	1	30	3,000	40	17	23	.....	.....	6,279	6,279
Louisiana	1	14	.....	a200	.....	.....	.....	.....	.....	.....
Massachusetts	4	26	1,644	a179	75	57	.....	.....	21,162	20,143
Michigan	2	12	2,251	41	26	15	.....	.....	3,800	3,791
New York	8	227	35,086	a2,635	1,151	872	.....	.....	471,598	448,479
Pennsylvania	3	7	230	a102	.....	.....	.....	.....	4,277	3,127
Rhode Island	1	3	.....	.....	.....	.....	.....	.....	.....	.....
Wisconsin	1	9	.....	a39	.....	.....	.....	.....	2,966	2,966
District of Columbia	1	11	.....	85	57	28	.....	.....	.....	.....
Total	24	342	42,211	a3,420	1,344	1,015	.....	.....	516,051	488,819
PART 3.—*Industrial schools.*										
Connecticut	1	40	.....	103	.....	103	300	.....	18,004	14,347
Illinois	4	54	327	677	52	625	253	.....	3,355	3,355
Indiana	1	23	560	80	25	55	.....	.....	25	24
Kentucky	1	16	962	80	0	80	.....	.....	.....	.....
Louisiana	3	22	.....	265	25	240	.....	.....	.....	.....
Maine	2	13	1,613	212	.....	212	950	125	5,203	639
Maryland	3	27	1,927	424	379	45	1,524	50	42,723	65,464
Massachusetts	3	19	212	109	.....	109	.....	.....	25,028	14,904
Michigan	1	1	.....	52	30	22	.....	.....	5,251	5,251
Minnesota	1	3	.....	40	0	40	150	.....	.....	.....
Missouri	1	35	32,511	30	0	30	.....	.....	.....	.....
New York	17	236	115,564	a19,236	3,961	5,526	6,982	330	501,783	435,225
Ohio	4	11	1,450	225	75	150	176	.....	1,000	8,434
Pennsylvania	3	16	1,696	265	56	209	.....	.....	2,352	2,598
Tennessee	2	.....	69	.....	.....	.....	.....	.....	963	931
Virginia	2	8	264	260	160	100	.....	.....	58,450	46,547
Wisconsin	1	.....	.....	50	0	50	.....	.....	6,136	.....
District of Columbia	1	5	936	81	51	30	300	150	5,682	4,402
Total	51	528	158,091	a22,199	4,814	7,636	10,635	655	675,925	602,111
Total, Part 1	355	3,347	350,321	a33,542	17,054	15,128	85,420	6,812	4,065,316	3,596,136
Total, Part 2	24	342	42,211	a3,420	1,344	1,015	.....	.....	516,051	488,819
Total, Part 3	51	528	158,091	a22,199	4,814	7,636	10,635	655	675,925	602,111
Grand total	430	4,217	550,623	a59,161	23,212	23,779	96,055	7,467	5,257,292	4,687,066

a Sex not reported in all cases.

TABLE XXIII.—STATISTICS OF ART INSTRUCTION.

In Table XXIII of the appendix will be found statistics of institutions affording art instruction and of museums of art for 1879–'80.

TABLE XXIV.—*Statistical summary of benefactions for* 1880, *by States.*

States and Territories.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	Schools of law.	Schools of medicine.	Institutions for the superior instruction of women.	Preparatory schools.	Institutions for secondary instruction.	Institutions for the deaf and dumb and the blind.	Training schools for nurses.
Alabama	$8,300			$4,000					$4,300		
Arkansas	4,852								4,852		
California	199,000	$87,000		57,000					50,000	$5,000	
Colorado	5,000	5,000									
Connecticut	485,450	478,000						$5,200			$2,250
Florida	4,272								4,272		
Georgia	23,660	3,617	$4,900	893				$750	13,500		
Illinois	164,239	67,909		89,866	$175	$10000			2,289		
Indiana	65,968	31,338	33,630				1,000				
Iowa	89,865	64,650							25,215		
Kansas	20,500	10,500					10,000				
Kentucky	83,472	18,808		52,000			1,164		11,500		
Louisiana	1,560	310							1,250		
Maine	102,300	90,250	250	1,800					10,000		
Maryland	25,171			24,000				164		1,007	
Massachusetts	674,581	293,632	13,500	230,400			71,112	28,500		4,737	32,500
Michigan	36,967	36,967									
Minnesota	47,197	39,647							7,550		
Mississippi	573								573		
Missouri	115,420	104,820				200	2,000	1,000	7,400		
Nebraska	22,300	4,800							17,500		
New Hampshire	76,260	70,000	100				1,100		5,060		
New Jersey	452,458	138,500	10,600	300,238				700	2,420		
New York	649,555	510,144		37,607		209		75,000	11,433	9,036	6,135
North Carolina	24,227	14,517		40			2,000		7,670		
Ohio	1,420,674	141,895	1,250,000	24,938	250		3,246		345		
Oregon	12,500	8,500							4,000		
Pennsylvania	219,605	194,750		2,752		1,000			18,500	2,803	
Rhode Island	40,000	38,000							2,000		
South Carolina	12,475	2,175							10,300		
Tennessee	92,160	86,350		3,767				1,000	1,043		
Texas	245								245		
Vermont	22,778	8,150							14,628		
Virginia	91,048	30,854	58,465	1,669					60		
West Virginia	570	70							500		
Wisconsin	97,485	82,965						20	14,500		
Dist. Columbia	5,339	2,452		2,886							
Indian Ter	223								223		
New Mexico	2,400								2,400		
Utah	112,852								112,852		
Total	5,513,501	2,666,571	1,371,445	827,856	425	11,400	92,372	111,584	368,380	22,583	40,885

TABLE XXIV.—*Statistical summary of benefactions for* 1880—Continued.

Institutions.	Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Aid for indigent students.	Libraries and museums.	Objects not specified.
Universities and colleges.	$3,666,571	$990,758	$375,417	$585,200	$320,025	$83,978	$68,423	$242,770
Schools of science	1,371,445	1,302,665	21,629	.....	16,260	7,132	750	23,009
Schools of theology	827,856	402,978	65,805	259,600	14,257	740	68,200	16,276
Schools of law	425	.....	.....	.....	425	.....	.....	.....
Schools of medicine	11,400	11,000	100	.....	.....	.....	.....	300
Institutions for the superior instruction of women.	92,372	2,650	37,676	.....	45,000	2,496	4,150	400
Preparatory schools	111,584	103,500	1,500	.....	20	.....	700	5,864
Institutions for secondary instruction.	368,380	174,546	145,111	.....	3,000	17,024	1,660	27,039
Institutions for the deaf and dumb and the blind.	22,583	11,343	300	.....	1,000	.....	.....	9,940
Training schools for nurses.	40,885	.....	2,250	.....	.....	.....	.....	38,635
Total	5,513,501	2,999,440	649,788	844,800	390,987	111,370	143,883	364,233

TABLE XXV.—*Summary of the number of educational publications.*

Number of firms in—	
Connecticut	4
Illinois	14
Indiana	4
Maine	1
Maryland	1
Massachusetts	26
Michigan	4
Missouri	5
New Jersey	1
New York	68
Ohio	7
Pennsylvania	25
Rhode Island	1
Wisconsin	1
District of Columbia	1
Total	163

Number of works on—	
Archæology, fine arts, and music	63
Bibliography and literature	78
Dictionaries and encyclopædias	22
Education	75
General science	39
Geography	7
History	79
Language	63
Law	33
Mathematics	36
Mechanics and physics	20
Medicine and surgery	69
Natural history	25
Philosophy and logic	14
Political and social science	21
Theology	40
Total	684

TABLE XXVI.—*Summary of patents for improvements in school furniture.*

The following summary shows the patents granted by the Government for inventions of school furniture and appliances during the year:

From California	2	From New York	44
Connecticut	4	Ohio	11
Illinois	12	Pennsylvania	8
Indiana	5	Rhode Island	3
Iowa	2	South Carolina	1
Maryland	2	Texas	1
Massachusetts	9	Vermont	2
Michigan	3	Virginia	1
Minnesota	2	West Virginia	1
Missouri	2	Wisconsin	1
Nebraska	1	District of Columbia	3
Nevada	1	Foreign	9
New Hampshire	1		
New Jersey	5	Total	136

Improvements in—			
Accountant instrument, mechanical	1	Erasive rubber	1
Adding machine	1	Exercising and gymnastic apparatus, combined portable health	1
Amusement and instruction, device for	1	Galvanic battery, portable	2
Arm rest for writers	1	Gymnastic and other performances, apparatus for use in	1
Binder for books, metallic self	1	Heat regulator	1
Binder for sheet music	1	Ink fountain	2
Blackboard	1	Ink well	1
Blotter	2	Inking pad	1
Blotter, rule, and paper-cutter, combined	1	Inkstand	6
Blotting pad	1	Inkstand, calendar	1
Book, copy	2	Lead and crayon holder	15
Book cover	1	Mucilage stand, reservoir	1
Book cover protector	1	Music, apparatus for illustrating the principles of	1
Book covers, metallic guard for	1	Music chart	2
Book for holding blank forms	1	Music chart for key-board instruments	1
Book holder	3	Music holder	1
Book rack	1	Musical chart	1
Calculator	3	Paper, blank music	1
Calculator, interest	1	Pen	2
Card, geographical game	1	Pen-fountain	1
Clamp for carrying school books	1	Pen, fountain	5
Clock dial, geographical	1	Pen, hand ruling	1
Compasses, dividing	1	Penholder	1
Compasses, telescope attachment to surveyors'	1	Penholder, fountain	1
Crayon sharpener	1	Penholder, guide for	1
Desk and seat, school	1	Pen wiper	1
Desk, school	2	Pens, fountain attachment for writing	1
Drawing, apparatus for assisting in	1	Pencil and crayon holder	1
Drawing, apparatus for illustrating the rules of perspective	1	Pencil case	2
Dwelling, &c., ventilator	1	Pencil holder	1
Ellipsograph	2	Pencil holder, combination	1
Eraser, blackboard	1	Pencil, lead	1
		Pencil sharpener	3
		Pencil sharpener, slate	1

TABLE XXVI.—*Summary of patents for improvements in school furniture*—Continued.

Pencil sharpening guide	1	Tablet, erasive	1
Pencil sharpening machine	1	Tablet holder and hand stamp, combined	1
Penmanship instructing chart	1	Tablet, writing	3
Puzzle block, geometrical	1	Teaching arithmetic, apparatus for	1
Rule and scale, combined	1	Teaching penmanship, hand guide for use in	1
Rule, graduated measuring	1	Tellurian	1
Ruler and pencil case, combined	1	Time, instrument for computing	1
Ruler, parallel	3	Transit instruments, meridian attachment to	1
Scale beam, multiplying	1	Triangle, draughtsman's	1
Slate, book	1	Total	136
Slate frame	3		
Slate frame, noiseless	1		
Slate, hinged	2		
Slate, reversible	1		
Slate, school	2		

EDUCATION IN FOREIGN COUNTRIES.

I.—EUROPE.

AUSTRIA-HUNGARY.— a. AUSTRIA,[1] constitutional monarchy: Area, 115,903 square miles; population, 21,565,435. Capital, Vienna; population, 1,020,770. Minister of public instruction, Conrad von Eybenfeld.

The examination of recruits in 1880 shows that 69 per cent. of the young men were able to read and write, 4 per cent. could read only, and 17 per cent. could neither read nor write. In 1873 only 51 per cent. of the recruits could read and write.

Austria is rich in museums and collections of objects of science, art, and curiosities. Among the libraries the richest are the library of the court in Vienna, the university libraries, and the libraries of the secondary schools, including each a library for teachers and another for pupils. Worthy of particular notice are also many collections of antiquities, natural history, and arts, besides the celebrated gallery of the Belvedere, in Vienna. Picture galleries are very numerous in the provincial towns.

The charitable institutions receive great attention. There are 497 hospitals, providing for about 200,000 patients. In 22 lunatic asylums, 7,925 patients are attended to. The 15 institutions for deaf-mutes have 985 inmates, and the 8 schools for the blind, 346.

The school law of 1868, which made primary education obligatory for eight years, has always been favorably received in the cities, while in the rural districts it has met with violent opposition. The farmers wanted compulsory school attendance reduced to six years, and they urged the establishment of half time schools for the summer months. The question was brought before the chambers in 1880. The lower house adopted the farmers' proposition by a large majority, but the bill failed to pass in the house of lords because the government promised to allow the children of farmers to absent themselves during the busy season.

The Ladies' Industrial Association of Vienna has one of the best industrial schools for young women. It is divided into eleven departments, viz, commerce, French, English, stenography, drawing, artistic sewing, plain sewing, cutting out, point lace work, telegraphy, and general improvement. The fees range from $5 to $20 a year. For those who desire it situations are found at the end of the course.

The Ladies' Industrial Association of Prague has two schools; in one are the schools for commerce, dress making, telegraphy, and educating teachers for the Kindergarten; in the other, machine knitting, cutting out, and sewing are taught. The number of pupils of the two schools is 200.

[1] The latest official statistics are given in the Report of the Commissioner of Education for 1878.

Technical high schools.—Austria has six technical high schools: 1 in Vienna, 2 in Prague (the language of instruction in one being German, in the other Bohemian, on account of the objection of the Bohemians to be taught in German), and 1 each in Grätz, Brünn, and Lemberg, the language of instruction in the last being Polish. The total number of students of the six institutions is 3,250, viz: Vienna, 1,509; Prague (German institute), 476; Prague (Bohemian institute), 622; Grätz, 265; Lemberg, 220; and Brünn, 158. The state grant for the technical high schools is about $350,000 a year. The Imperial Technical High School of Vienna affords a thorough theoretical and practical education in the four divisions of engineering, architecture, mechanical engineering, and chemistry. There is also a general division for history, natural history, languages, literature, and the plastic arts.

b. HUNGARY,[1] constitutional monarchy: Area, 118,172 square miles; population, 15,666,000. Capital Buda-Pesth; population, 359,821. Minister of public instruction, A. von Trefort.

A high school for girls was opened in 1880 at Klausenburg. This is the first female high school in Hungary. According to a pamphlet by Baron Zichy, Hungary has 600,000 children of school age who do not go to school at all. At least one-half of the children nominally at school attend during the winter months only. In 1873, 300,000 of the school-going children had no books. There are 212 large parishes, each having a population exceeding 5,000, wholly without elementary schools. Fully 7,000 new schools are wanted to meet the bare necessities of the case. One-third of the teachers in the existing schools are not qualified for their office.

The Hungarian government encounters a great many difficulties in its endeavor to promote education. One of these difficulties consists in the diversity of languages spoken in the provinces. As the law now stands, the government is bound to furnish teachers for every language spoken by the various nationalities, although the number of their children is frequently very small. If the government prescribed only one language for all the public schools, the expenses would be far less and the results better.

BELGIUM, constitutional monarchy: Area, 11,373 square miles; population, 5,336,636. Capital, Brussels population, 384,848. Minister of public instruction, P. van Humbeeck.

The total number of institutions of learning in Belgium is 10,560, of which 6,528 are public and 4,032 private. The 6,528 public institutions consist of 4,157 communal primary schools, 268 communal infant schools, 1,623 communal adult schools, 63 communal apprentice schools, 101 reform and prison schools, 60 athenæums and other secondary state schools, 34 communal colleges, 2 state universities (Liége and Ghent), 10 schools of midwifery, 8 primary normal schools, 5 secondary normal schools, 5 military schools, 2 schools of civil engineering, mines, arts, and manufactures, 1 provincial school of commerce, industry, and mines, 31 subsidized industrial schools, 1 superior institute of commerce (Antwerp), 2 state navigation schools, 1 elementary navigation school, 1 agricultural institute, 1 school of veterinary surgery, 2 schools of horticulture and arboriculture, 1 academy of fine arts, 76 academies and schools of drawing, 2 royal conservatories of music, and 71 subsidized conservatories and schools of music. The 4,032 private institutions consist of 1,430 primary schools, 661 infant schools, 992 adult schools, 367 apprentice schools, 270 primary boarding schools, 104 secondary boarding schools, 2 universities (Louvain and Brussels), 1 faculty of theology, 6 theological seminaries, 30 primary normal schools, 24 academies and schools of design, and 145 conservatories and schools of music.

An educational museum has been established at Brussels by decree of December 20, 1879. It is divided into two sections: the first contains the publications and school apparatus exhibited by the Belgian and foreign governments; the second contains objects exhibited by private persons and by institutions of learning. An educational library is connected with the museum.

[1] The latest official statistics are given in the Report of the Commissioner of Education for 1879.

The minimum salary of elementary school teachers has been raised to $200 and a compensation for a dwelling. This salary is increased every five years until it reaches the maximum of $320.

Count Royer has donated 500,000 francs to the city of Brussels for the purpose of erecting a house on the seashore for the reception of sickly children.

In 1880 the Belgian normal schools granted diplomas to 378 graduates, of whom 178 were males and 200 females.

Education in Brussels.—The public day schools of Brussels were attended by 13,154 pupils in 1880, which shows an increase of 203 pupils over the previous year. The adult schools had 3,852 pupils, or 405 more than in 1879. Brussels has lately introduced the Fröbel Kindergarten, which admits gratuitously all children between the ages of three and six. At the latter age the pupils pass to the primary school, where they remain until the age of fourteen. All the public primary schools are also gratuitous. In some schools apprentice classes have been established for the industrial training of boys. Poor pupils receive clothing and books free of charge, and in winter they are furnished with a warm meal at noon. Instruction to adults is given in all communal schools from 8 to 9.30 P. M. The school savings banks are doing excellent work. In 1880 the amount deposited in the boys' schools was 54,878 francs; in the girls' schools, 3,500 francs; in the male adult schools, 3,530 francs, and in the female adult schools, 3,530 francs. The two city normal schools have recently been ceded to the state.

The industrial school at Verviers.—Verviers and the district around it are noted for the manufacture of broadcloth. The industrial school at Verviers is, therefore, specially intended for the training of chemists and dyers and for machine constructors. Instruction is given in the evening, and to qualify for admission the students, who number about 300, must be more than 12 years of age, write correctly, and know the first four rules of arithmetic. The course of instruction lasts three years. Students who attend the school three years and pass the final examination receive diplomas. Should any one distinguish himself sufficiently, he receives a travelling scholarship, which enables him to visit other countries and become acquainted with their industries, and on his return he has to give an account of what he has seen and the special industries he has visited. The school is supported by state, provincial, and communal grants and by tuition fees. It is the intention of the government to establish similar schools in other industrial districts.

Industrial education for women.—An association for the advancement of women's education was established in Brussels in 1865 and a school opened for this purpose in April of the same year. On opening day the number of pupils was 70; in October of the same year it had risen to 137, and at present this school has 500 pupils, while another school, with a similar purpose, has about 200 girls. The needlework executed at these schools attracted the attention of every visitor at the recent national exposition at Brussels. As a large number of prominent families have all their sewing done at these schools, they are not only self supporting, but are enabled to pay a fair compensation to the pupils for their work.

The International Educational Congress at Brussels.—From August 22 to 29, 1880, there met at Brussels an international congress of educators and friends of education. The occasion of the congress was found in the celebration of Belgian independence, the fiftieth anniversary of which occurred October 4 of the same year. The congress was called by the Belgian Education League, an influential organization, the object of which is to establish gratuitous and unsectarian schools in every part of the country. The congress, under the honorary presidency of the Belgian minister of public instruction, aimed to explain and popularize the social and educational questions relating to all grades of instruction. It was divided into the following six sections:

(1) Crèches, Kindergärten, infant schools, primary instruction.
(2) Secondary instruction.
(3) Superior instruction.

(4) Instruction in special subjects, professional, technical, agricultural, and commercial.

(5) Popular instruction, lecture courses, conventions, libraries, museums, and societies for the promotion of knowledge.

(6) School hygiene.

The manner in which the important questions laid before the congress were treated will be best seen from the following closing address by M. Buls, the secretary general of the congress:

LADIES AND GENTLEMEN: We have reached the close of the work of the congress; and before we separate it will be well, in a rapid sketch, to give you an approximate idea of the questions that have been discussed and of the solutions that have been proposed.

This résumé will certainly be very incomplete and very insufficient. Our sittings have just closed, and months would be required to prepare a report which should present in a condensed form all the ideas which have been stirred during this week; but we have thought that it would be agreeable to the members of the congress to carry away from this last meeting a general view of their labors.

Section I, Primary Instruction: The different questions placed on the programme of this section have given rise to earnest and animated debate, in the course of which the speakers have for the most part taken very high ground. In Division B the discussions have mostly turned upon the first question proposed, that relating to the value of Fröbel's method; eminent specialists, both of our own and of foreign countries, have made known what has been actually done with a view to spreading Fröbel's doctrine and the various ways in which the system of the illustrious German educator has been understood and applied.

This earliest infant culture has excited so much interest, even outside the sittings of the congress, that groups of members have met to seek complementary explanations on what had been said at the meetings. Again and again the subject came up in relation to other points under discussion. The Fröbel school tends, indeed, to become the basis of all education; schools properly so called will be obliged to study its method. This was made evident in after discussions, so often as they related to the adoption of intuitive methods of teaching and to the exercises most fit to cultivate the memory. While Division B was thus occupied with the best methods of teaching, Division A was considering the general organization of popular instruction and the great problems raised by the questions of freedom of teaching, the creation of school museums, the training of teachers, the education of girls, gratuitous instruction, and due distribution of scholastic work. All these points, which touch some of the gravest social questions, gave rise to earnest debate, in the course of which the speakers brought forward important theories, supported by well ascertained facts of organizations already in action in the countries of Europe and America, whose representatives addressed the meeting.

It results from these discussions that, if all are not agreed concerning the best scholastic organization to be established or the methods to be employed, the differences of opinion bear mostly on matters of practice. The purpose everywhere is the same, and, as a speaker from the north said in explaining the admirable scholastic system of his own country, "a breath of liberalism is wafted now over our modern world, and moves it to spare no sacrifice, to grudge no care that will tend to raise by means of the school (rationally conducted and open to all) the moral, intellectual, and material level of the populations."

Section II, Secondary Instruction: The principal question on the programme for this section was that relating to the organization of secondary instruction. Should schools of this grade furnish complete general instruction or special teaching with a view to the future career of the pupils? Both sides of the question found supporters. The difficulty of formulating any programme of studies that should satisfy modern requirements of knowledge was made use of as an argument in favor of special schools; on the other hand, the impossibility of determining at ten years of age the aptitudes of children was the argument used by opponents; certain members strove to satisfy both parties by maintaining that instruction might be given which should be at once general and special.

The debate grew more animated and excited the extreme interest of the audience when the partisans of classical studies and of science and modern languages were brought face to face. On both sides the different opinions were exposed and defended with a degree of ability and breadth of view which proved that the defenders of Latin and Greek were also men of science and that the advocates of exact science and of modern languages were likewise men familiar with the humanities. All agreed at least on one point: the necessity of the moral influence of the school and of the teacher upon the pupil. Most of the speakers pronounced themselves in favor of preparatory schools to be attached to secondary schools.

The simultaneous use of strict grammatical study and of the exercises used in

teaching modern languages was advocated by almost all the speakers. Some criticised the grammatical method generally adopted now; some averred that the study of language should be founded on the principle of the evolution of languages; and others, again, that the teaching should go from the simple to the more complex, and should bring out clearly the affinity of languages.

The best system of forming professors for secondary instruction is, according to some, to place the candidates in a special school, similar to the École Normale Supérieure in Paris; according to others, to let them enter a university in which they will go through a course of general study.

Finally, the second section devoted a morning's sitting to the question of the best method of education and the best course of studies in secondary schools for girls. The discussion was both brilliant and fruitful. It gave to several women, whose names are well known, the opportunity of proving how well they deserve their reputation. It was by common consent recognized that secondary schools for girls are absolutely indispensable, and that the establishment of them is a duty of the state. The only difference of opinion was concerning the direction of such schools, and, although the majority seemed in favor of women directors, the opposite view was maintained with ability and found partial approval.

Section III, Higher Culture: This section examined and discussed successively almost all the questions that had been prepared for it by the executive committee, and moreover a proposition was brought before it by one of its members concerning the establishment of institutions for higher instruction in commercial matters.

Freedom of higher teaching, freedom in laying down courses of study, also the freedom of professors as regards new opinions in opposition with the religious ideas of their country, were treated from various points of view. The necessity of an entrance examination for universities was unanimously recognized, and no one advocated fixing a minimum of age from the moment the candidate had reached the standard required.

The question of granting academic degrees was the subject of a serious debate, as also that of admitting women to university studies and examinations.

Finally, the general assembly of the congress devoted a long sitting to the examination of the possible means of joining to the preparatory studies for all liberal professions a knowledge of the essential principles of all the sciences. This question could not be exhaustively treated without a supplementary sectional sitting.

Section IV, Special and Industrial Schools and Classes: The result of the discussion in this section, which was devoted to special schools, is that the organization of industrial schools should depend on the nature of the prevailing industry in the province or district to which the institutions belong. The diminished skill of workmen (on which much stress has been laid of late) seemed to the section more apparent than real. The apprehension manifested on this subject arises from the changes which have taken place in the relation of production to the special skill of the artisans concerned in it. Production has made rapid strides, while the means of apprenticeship have lessened rather than increased.

The tendency at present is to connect elementary schools with workshops, to organize a real apprenticeship, and to establish industrial schools through the help of trade organizations. The growing importance of industrial training for women suggests the necessity of giving it an official organization. Institutions for the purpose would train pupils for trades fitted to the strength and special aptitudes of their sex.

Turning to a wholly different subject, the section next considered the best methods to be adopted for teaching gymnastics. The opinion that finally prevailed is that any apparatus is good so long as the purpose with which it is used is to give harmonious development to the body. Manuals were not condemned, on condition that they should not be considered obligatory. The section then laid down certain principles to be observed in teaching gymnastics to girls, and also in normal schools, in popular societies, and in the Army.

The report on musical teaching excited no opposition.

The section was satisfied that great progress had been made in the teaching of the deaf and dumb, in the sense that it goes far beyond enabling them to correspond by signs.

A learned and admirable report on the teaching of drawing was discussed in the general assembly, but it cannot be said to have resulted in any conclusions concerning the organization of such teaching. Some speakers considered that the difficulty arose from the confusion which seemed to exist in the minds of certain members between plastic and geometrical drawing.

Section V, Instruction for Adults: The organization of adult schools was the subject of a very animated debate. Sundry speakers explained what was done in different countries of Europe and in America. All were agreed as to the distinction to be made between the absolutely ignorant adults and those who have some small beginnings of knowledge; also with regard to the great difference between classes in the country and in towns, where the exigencies of trade and various forms of industry may make a different programme of studies desirable. Some speakers insisted on the necessity of giving prizes to the pupils at the end of the year.

The question of the organization of workmen's societies was thoroughly investigated, and the conclusions given in the public report were, for the most part, adopted by the assembly, which was, however, divided with regard to the remuneration to be given to the teachers who devote themselves to maintaining and spreading these useful associations.

A most animated debate in the general assembly was raised by the examination of the reciprocal services that might be rendered by schools to the army and by the army to general instruction. Most speakers were of opinion that some military exercises should be introduced into schools which would tend to prepare boys for the service and would instil the spirit of order and discipline so indispensable in the army.

The complete suppression of the army was put forward as desirable by one speaker, and another doubted if schools could in any way prepare for military service. All, however, are of opinion that bodily exercise should be especially provided for by all schoolmasters.

Section VI, Hygiene in Schools.[1]

DENMARK, constitutional monarchy: Area, 14,553 square miles; population, 1,903,000. Capital, Copenhagen; population, 250,000. Minister of public instruction, A. C. P. Linde.

Elementary education is widely diffused in Denmark, the attendance at school being obligatory from the age of seven to fourteen. In conformity with article 85 of the constitution, education is afforded gratuitously in the public schools to children whose parents cannot afford to pay for their teaching. Besides the University of Copenhagen, there are 13 gymnasia in the principal towns of the kingdom which afford a classical education, and under them are a large number of middle class schools for the children of the working classes. All the schools in Denmark are sectarian.

Education in Iceland: Iceland is a Danish colony, with an area of 39,756 square miles and a population of 69,763. According to Dr. Vouga's statement in the Allgemeine Bibliothek, Iceland has no illiterates. All the children can read, write, and cipher at the age of seven. It is the duty of the mothers to instruct their children. The pastor exercises a general supervision over this home education, and he excludes from the confirmation ceremony all those who have not received sufficient training. It is very remarkable that Iceland has no prisons, no police, no army, no thieves.

FINLAND, a dependency of Russia: Area, 144,222 square miles; population, 2,028,021. Capital, Helsingfors; population, 43,142. Director of educational affairs, Dr. L. Lindelöf.

The following is an abstract of the Statistisk Årsbok för Finland, 1881:

The university at Helsingfors.—The University of Finland has four faculties: theology, law, medicine, and philosophy. The total number of professors is 67, viz: 3 for theology, 4 for law, 13 for medicine, and 47 for philosophy. The total number of students is 694, of whom 131 are in theology, 168 in law, 60 in medicine, and 335 in philosophy. The faculty of philosophy has admitted one female student to the lectures. Besides the 694 regular students there are 471 hearers. The total income of the university in 1880 was 936,000 marks, viz, 585,000 marks from the state and 351,000 marks from endowments and fees. The total expenditure in 1880 was 909,000 marks.[2]

Secondary schools.—For secondary education Finland possesses 14 lyceums (11 state and 3 private) with an 8 years' course and 9 lyceums (3 state and 6 private) with a four years' course—total, 23. Of these 12 are taught in Swedish, 10 in Finnish, and 1 in German. The total number of teachers is 297, and the total number of pupils 3,348, of whom 2,515 are in state and 833 in private schools. Besides the lyceums there are 4 so-called preparatory schools (förskolor), with 14 teachers and 215 pupils, and 21 Realschulen (non-classical secondary schools), with 150 teachers and 978 pupils. Of the 21 Realschulen, 9 are taught in Swedish and 12 in Finnish; 19 are state and 2 private institutions. The total number of secondary schools for boys is, therefore, 48, and the total number of boys attending these schools is 4,541. For girls there are 38 secondary schools (31 Swedish, 4 Finnish, and 3 German), with 378 teachers and 2,818 pupils; 7 are state and 31 private schools.

[1] A summary of the action of the congress on this subject will be found under the head of Sanitation and Education in this report, pages ccxlviii and ccxlix.

[2] The Finnish mark is the equivalent of the French franc and is worth 19.3 cents

Elementary schools.—The total number of elementary schools is 578, viz: 150 for boys, 136 for girls, and 292 for both sexes; 431 schools are taught in Finnish, 134 in Swedish, 11 in Finnish and Swedish, and 2 in Russian. The number of teachers is 720 (329 males and 391 females), and the total number of pupils 26,963—15,186 boys and 11,777 girls—or 37 pupils for every teacher. Of the 578 schools 156 are in the towns and 422 in rural districts, and of the 26,963 pupils 10,133 are in city schools and 16,830 in country schools.

The number of criminals in state prisons is 1,505.

The population of Finland is 2,028,021, of whom 1,989,226 are Lutherans, 38,231 Greeks, and 564 Roman Catholics. The capital, Helsingfors, has a population of 43,142.

The Finns are a saving people. Their savings banks have increased from 15 in 1850 to 104 in 1880 and the deposits from 7,196,797 marks in 1870 to 16,381,437 marks in 1880.

The state expenditure for education in 1880 was:

	Marks.
For science and fine arts	99,500
For university at Helsingfors	579,946
For secondary education	1,360,524
For technical education	492,299
For primary education	624,884
Total	3,157,153

or $631,430.

The expenses of the military establishment of the Grand Duchy in 1879 were 3,225,747 marks.

Miscellaneous notes.—The fact that only 26,963 pupils attend the elementary schools out of a school population of 342,286 shows sufficiently that much remains still to be done in Finland to educate the masses. The severe climate makes rapid progress almost impossible. At the capital of the country, Helsingfors, on the south coast, the average temperature of the year is only 39.4°. The ground is covered with snow and all waters are frozen during five or six months of the year. The government of Finland has recently sanctioned the establishment of a commercial institute at Brahestad, in the north of Finland. This is the first institution of this kind in Finland, and its establishment is due to Mr. John Fellman, a citizen of Brahestad, who donated $200,000 for the purpose. Professor Felix Heikel, whose visit to this country will be recalled by many educators, has been appointed director of the school.

All the public schools of Finland are either wholly or in part supported by the state. Ambulatory village schools are of private character and receive no state aid. The towns supply the higher institutions of learning, and the university at Helsingfors belongs to the state. It is organized after the German plan, the instruction being given by lectures and not by recitations, and there is perfect liberty of teaching and o earning.

FRANCE, republic:[1] Area, 201,900 square miles; population, 36,905,788. Capital, Paris; population, 1,988,806. Minister of public instruction, Jules Ferry.

Miscellaneous educational items.—France is making every effort to be no longer behind in education. The present republican government may evince now and then perhaps a little too much zeal, and thereby injure its own cause; but there can be nc doubt that so far it has been successful and made great progress. Compulsory and gratuitous elementary education, the abolition of the letters of obedience (episcopal certificates entitling the holder to teach in public and private schools without having received suitable training), the establishment of separate elementary schools and of higher schools for girls, a higher standard for the examinations of teachers, the introduction of new text books—these are some of the chief measures carried in the year

[1] For the latest official statistics of education in France, see the report of the Commissioner of Education for 1878, and for those relating to the city of Paris, the report for 1879.

1880. Another important measure, a bill to make all the elementary schools unsectarian, was introduced in 1880, but went over to the session of 1881 on account of the great opposition manifested in almost all parts of the country. The law of 1850 gave ministers of religion a right to enter the school and to teach catechism during the regular school hours. It is quite natural that the clergy should make earnest endeavors to defeat the government bill. Many leading republicans of the liberal school, as Jules Simon, Senators Waddington and Laboulaye, are, in this particular case, siding with the ultramontanes.

From a report furnished to the prefect of the Seine by the bureau de l'assistance publique, it appears that during the year 1880 1,672 children deserted or having no home were brought up by the police, of whom 1,033 were charged with being beggars and vagabonds; and of this number 80 were girls. It is significant that only 124 were given up to their parents and friends. Out of 219,000 children between 6 and 14 years of age living in Paris, there are about 7,000 who attend no school. The report concludes with the statement that each year 600 children are sent into the provinces and placed with different employers who give them elementary instruction and teach them a trade.

The minister of public instruction has caused Herbert Spencer's work on education to be translated and published for gratuitous distribution in all the public schools of France.

On the occasion of the annual assembly of the Sociétés Savantes in 1880, the directors and directresses of normal schools and a section of primary school inspectors had been invited by the minister of public instruction to participate in the educational conferences. At this meeting the following questions were discussed: (1) the organization of primary schools under a single teacher; (2) the means of securing the best supply of students for normal schools. The government defrayed all the expenses of the conference, the results of which have been so satisfactory to the minister that he has decided to call a meeting every year.

On the 22d of November, 1880, the French senate passed the bill authorizing the government to establish secondary state schools for girls. An amendment to make religious instruction a regular branch of study in these schools was rejected by a vote of 142 against 126. The new institutions will be situated at Paris, Bordeaux, Dijon, Grenoble, Lille, Lyons, Marseilles, Nancy, Nantes, Rheims, and Rouen. The following branches constitute the obligatory course of instruction: The French language, the history of the French language and literature, philosophy, natural history, a synopsis of general history, national history, geography, arithmetic, the elements of physical and natural sciences, hygiene, the elements of nursing, domestic economy, German, English, Italian, Spanish (two of the three latter languages optional), elements o fcommon law, and needlework. The optional branches of instruction will be determined for each school by its director, with the approval of the minister of public instruction. A course of pedagogy is to be attached to each school for such pupils as desire to prepare themselves for the school service. The teaching staff consists of male and female teachers, but whenever a lesson is given by a male teacher the presence of a female teacher is obligatory. The schools are to admit boarders and day scholars.

School savings banks are making very rapid progress in France, as is shown by the following table:

Statistics of school savings banks.

Year.	Number of banks.	Number of books issued.	Amount deposited in francs.
January 1, 1877	8,043	143,273	2,984,352
January 1, 1879	10,440	177,574	3,602,621
January 1, 1881	14,273	307,452	6,228,560

Education and crime.—The official education report published in 1880 contains the following: The criminal court statistics have served as a means of ascertaining the condition of primary education, but the information derived from that source has sometimes led to false conclusions concerning the influence of education upon morals. The causes which lead man to crime are so complex that it is impossible to draw any reliable conclusion from comparisons between literates and criminals or between literate and illiterate criminals. If ignorance and vulgarity push man toward crime, the violent passions, the vices of human nature, and the temptations arising from the accumulation of wealth and the centralization of population exercise, in certain cases, still greater influence. When we study the French criminal statistics by departments, we find that crimes against the person are especially numerous in the southern sections; crimes against property especially frequent in the wealthy regions; and one is led to attribute the frequent occurrence of the former crimes to the violence of the passions, and that of the latter crimes to the temptations of wealth.

The judiciary statistics furnish, however, some evidence which must not be undervalued. The criminals are recruited to a large extent from the lower strata of society. If primary education were sufficiently spread it would have penetrated those lower quarters, and all the criminals would at least be able to read and write, like the rest of the population. The following table shows the percentage of literate and illiterate criminals from 1828 to 1878:

Years.	Of 100 criminals.		
	Were illiterate.	Could read and write, or at least read.	Had received a higher education.
1828 to 1830	61	37	2
1831 to 1835	58	39	3
1836 to 1840	57	40	3
1841 to 1845	53	45	3
1846 to 1850	51	46	3
1851 to 1855	46	50	4
1856 to 1860	43	52	5
1861 to 1865	39	56	5
1866 to 1870	37	59	4
1871 to 1875	36	61	3
1876 to 1878	31	65	4

It is evident, then, that the number of criminals destitute of all education diminishes, and that, consequently, the number of literate criminals increases. This is a necessary consequence of the general diffusion of education in France. If education were spread, as it is to be desired, all Frenchmen would at least be able to read and write and all French criminals could be counted as literates.

It is interesting in this connection to consider the statistics of illiteracy in France. According to the census of 1872 the total population of France was 36,102,921. Of this number, 13,324,801, or 36.9 per cent. (including 3,540,101 infants under six years of age), could neither read nor write; 3,772,603, or 10.5 per cent., could read only; 18,682,749, or 51.7 per cent., could read and write; and of 322,768, or 0.9 per cent., the degree of education was not known.

Progress of education under the republic.—In 1872 the number of schools of all kinds was 70,179 and the number of pupils 4,722,754, or 19.4 schools and 1,203 pupils for every 10,000 inhabitants. In 1877 the number of schools of all kinds was 72,217 and the number of pupils 4,918,890, or 19.6 schools and 1,320 pupils for every 10,000 in-

habitants. The number of pupils receiving gratuitous instruction has increased from 54 per cent. in 1872 to 57.4 per cent. in 1877, and in 1880 a law was passed making elementary education gratuitous for all pupils in the public schools. The total expenses for primary education have risen from 53,622,425 francs in 1871 to a little over 80,000,000 francs in 1880.

The educational budget of the city of Paris, which amounted to 1,604,346 francs in 1852 and 6,513,195 francs in 1870, amounts at present to 14,572,641 francs. Paris spends as much for education as the kingdom of the Netherlands.

The minister of public instruction has submitted a bill to the Chambers intended to regulate private secondary education. According to this bill, every Frenchman proposing to open a private school must produce (1) a diploma of bachelor of letters or bachelor of science; (2) a certificate of aptitude for teaching, to be awarded after examination by a specially appointed jury; (3) the names of his assistant teachers, who must show similar qualifications; (4) a plan of buildings and premises, and a programme of studies. In introducing the bill the minister said:

The state, that is, society itself, is as much interested in regulating the practice of teaching as that of medicine, and against the stringent guarantees imposed in the latter case no protest has ever been raised.

The new school regulations prescribed by the minister of public instruction make important changes in the government of primary schools. In the first place, corporal punishment of any kind is altogether and unreservedly abolished, and this being the case the striking of any pupil will not only be an offence against the official regulations, but will render the offending teacher amenable to prosecution for cruelty. In the next place, the right of the father to decide whether his son is to receive religious instruction or not is distinctly recognized, and it is provided that he shall always be consulted before the pupil is permitted to participate in devotional teaching. It is furthermore provided that children shall not be sent to church except out of school hours, and that no teacher shall be bound to conduct them to church or to watch over them there.

Of the 15,462 candidates for primary school teacherships examined in 1880, 9,383, or 61 per cent., received their diplomas of capacity. The female candidates were more successful than their male colleagues. Of 6,153 male candidates, 3,095, or 52 per cent., passed, and of 9,309 female candidates, 6,298, or 67 per cent., were successful.

In consequence of the increasingly numerous cases of myopia developed in French schools through bad arrangement of seats and distribution of light, the minister of public instruction has appointed a commission whose duty it will be to study the influence of the material conditions of school arrangement on the progress of myopia, and to discover the means of counteracting the evil.

There has been for several years a private school of political science in Paris. As a great deal of good has been accomplished by this institution, the government has decided to adopt it. The school provides the final instruction for those who have already received a liberal education. Each of the great divisions in its courses of instruction furnishes a complete preparation for any one of the following careers, and for the competitive examinations which open the way to them: Diplomacy, council of state, administration and inspection of finances. Courses of lectures are given in each branch once a week. The course lasts two years. Diplomas are granted to students who pass a successful examination at the end of the second year. The teaching staff consists of a director and twenty professors. The school receives students, without examination, upon application, and at the recommendation of the council of the school.

Education in the colonies.—The following table shows the number of schools now in operation in the French colonies:

Colonies.	Number of schools.		
	Lay.	Religious.	Total.
Senegal and Goree	2	6	8
Gaboon	.....	2	2
Island of Ste. Marie de Madagascar	.....	2	2
Mayotta	.....	2	2
Nos-Beh	.....	2	2
Island of Reunion	94	65	159
Pondicherry	2	23	25
Chandernagore	.....	2	2
Yanaon	.....	1	1
Mahé	1	1	2
Cochin China	19	14	33
New Caledonia	6	16	22
Saint Pierre and Miquelon	1	6	7
Guadeloupe	18	54	72
Martinique	65	71	136
Guiana	4	5	9

GERMANY, constitutional empire: Area, 212,091 square miles; population (in December, 1880), 45,149,172, divided among the following 26 states constituting the German Empire: Prussia, kingdom, 27,251,067; Bavaria, kingdom, 5,271,516; Saxony, kingdom, 2,970,220; Württemberg, kingdom, 1,970,132; Baden, grand duchy, 1,570,189; Hesse-Darmstadt, grand duchy, 936,944; Mecklenburg-Schwerin, grand duchy, 576,827; Mecklenburg-Strelitz, grand duchy, 100,269; Saxe-Weimar, grand duchy, 309,503; Saxe-Meiningen, duchy, 270,147; Saxe-Altenburg, duchy, 155,062; Saxe-Coburg Gotha, duchy, 194,479; Schwarzburg-Rudolstadt, principality, 80,149; Schwarzburg-Sondershausen, principality, 71,063; Reuss Schleiz, principality, 50,782; Reuss-Greiz, principality, 101,265; Oldenburg, grand duchy, 337,454; Brunswick, duchy, 349,429; Anhalt, duchy, 232,747; Waldeck, principality, 56,548; Schaumburg-Lippe, principality, 35,332; Lippe-Detmold, principality, 120,216; Lübeck, free city, 63,571; Bremen, free city, 156,229; Hamburg, free city, 454,041; and Alsace-Lorraine, annexed from France in 1871, 1,571,971. Capital of empire, Berlin; population, 1,122,385.

Illiteracy of German recruits.—Württemberg has the smallest number of illiterate recruits; only 2 recruits were discovered during the last five years who could neither read nor write. Next in rank comes Baden, where only 4 illiterates were found during the same period. In Bavaria the number of illiterate recruits is also very small. Five years ago 1.79 per cent. of the young men examined could neither read nor write, while in 1880 there were only 0.47 per cent. In the various smaller principalities about 1 per cent. of the recruits are illiterate, while in Alsace-Lorraine this number amounts to 2.23 per cent. against 3.45 per cent. five years ago. For Prussia the percentage of illiteracy of recruits is 2.27 against 3.19 per cent. five years ago.

Educational periodicals.—There are at present 83 educational journals published in the German Empire. Of these 2 are dailies, 34 weeklies, and the rest monthlies and semimonthlies. Ten of the 83 journals are published at Berlin, 6 at Leipzig, and the rest in various provincial towns. The Allgemeine Deutsche Schulzeitung is the oldest educational periodical published in Germany. It was started by Dr. Zimmermann at Darmstadt in 1824. Its present editor is Professor Stoy, at Jena.

Spelling reform.—Nearly all the German states have introduced a new spelling system into their schools. The new systems are, however, not uniform, and this causes great confusion and general dissatisfaction. About five years ago there was but one spelling system in all Germany; at present there are nearly as many as there are states and ministers of public instruction. Prince Bismarck, seeing the confusion that

would arise from such a change, has strictly forbidden all officials of the imperial government under his jurisdiction to use the new spelling.

Statistics of German universities in 1880.

Universities.	Number of professors.	Number of students in the faculties of—				Number of hearers.	Total number of students and hearers.
		Theology.	Jurisprudence.	Medicine.	Philosophy.		
Berlin	219	197	1,315	475	1,621	1,503	5,201
Bonn	118	131	231	132	457	36	917
Braunsberg	10	10	.....	.....	.....	.....	.....
Breslau	108	136	356	209	608	15	1,324
Erlangen	63	198	52	138	93	.....	481
Freiburg	56	43	81	185	83	67	459
Giessen	58	25	107	73	148	8	361
Göttingen	116	125	183	146	511	9	974
Greifswald	62	53	68	248	162	5	536
Halle	102	270	103	144	581	32	1,130
Heidelberg	107	21	181	105	195	30	532
Jena	77	74	81	81	215	30	481
Kiel	64	44	27	75	96	105	347
Königsberg	85	66	177	122	372	8	745
Leipzig	206	423	1,057	423	1,324	118	3,345
Marburg	71	62	77	141	272	16	568
Munich	132	92	642	562	510	34	1,840
Münster	32	81	.....	.....	164	8	253
Rostock	41	55	30	37	76	.....	198
Strassburg	86	58	208	149	337	62	814
Tübingen	83	381	301	145	167	10	1,004
Würzburg	76	120	103	419	206	59	907

Deaf-mute schools.—The German Empire has 96 deaf-mute schools, viz: 53 in Prussia, 14 in Bavaria, 7 in Württemberg, 4 in Saxony, 3 in Alsace-Lorraine, 2 in Baden, 2 in Hesse-Darmstadt, and 11 in the other states.

Myopia in German schools.—Prof. Hermann Cohn, of the University of Breslau, has examined the eyes of 42,619 pupils in various grades of schools in Germany. He declares that myopia is seldom found in village schools; that it increases from grade to grade; and that the principal causes are defective light in school rooms, the small type in text books, and especially the large amount of home study. In the lower classes from 1 to 25 per cent. were affected; in the higher classes the rate increased to 60 and 80 per cent. At the Heidelberg gymnasium every student was more or less affected. At the school of theology, Heidelberg, 79 per cent. of the students were short-sighted. In 25 secondary schools, with 9,096 pupils, 22 per cent. were short-sighted in the lower classes and 53 per cent. in the higher ones. In 5 village schools, with 1,486 pupils, only 1.5 per cent. were short-sighted; in 20 elementary city schools, with 4,978 pupils, 1.8 per cent.

Trades in schools.—The leading German educational journals pronounce themselves against the introduction of trades into the elementary schools. They hold that the short time devoted to the intellectual training of the pupils should not be shortened by the introduction of novelties. Thus far no official steps have been taken in the matter, except that Prussia has sent a commission to Sweden and Denmark, charged with the study of the system introduced in those countries by Mr. Clauson-Kaas, an ex-major

of the Danish army. The major never wrote a word on his system. He travels from city to city, explains his methods, and in case it suits the local authorities he is allowed to establish workshops in the boys' schools. The Prussian commission has pronounced itself against an official introduction of the system in the public schools, and it is not very likely that any other system will be tried for the present.

The same may be said concerning school savings banks. The larger majority of teachers condemn the system as unpedagogic. The school authorities do not seem to be against the establishment of banks, since they allow the school inspectors to superintend them in case the teachers are willing to coöperate.

Course of study in business colleges.—The following table shows the subjects of instruction and lessons a week in three leading German business colleges:

Subjects.	Dresden.	Leipzig.	Chemnitz.
Commercial law	2	1	1
National economy	1	1	1
Book-keeping and office work	3	2	4
Correspondence	3	2	4
German language and literature	3	3	3
French language and correspondence	3	3	4
Commercial arithmetic	4	4	3
Mathematics	3	3	2
Physics	3	3	2
Chemistry	2	4	2
Technology	2	3	6
History	2	2	2
Geography	2	2	3
Penmanship	1	1	1
Drawing	2	4	4
Gymnastics		1	1
Italian language and correspondence	2	2	2
Stenography	2	3	3
English language and correspondence	4	4	4
Total	44	48	52

c. ALSACE-LORRAINE, imperial territory (Reichsland): Area, 5,580 square miles; population, 1,571,971.

It is a singular fact that while the French Government is making the public schools unsectarian the governor general of Alsace-Lorraine, whose only duty is to execute orders sent from Berlin, not only upholds the sectarian character of schools in existence, but also converts all unsectarian institutions into church schools. Recent school statistics have not been received from Alsace-Lorraine, but it appears from the educational periodicals that great progress has been made within the last few years. The schools are now all organized on a German basis, and have nearly all been provided with teachers trained in Germany proper.

b. BADEN, grand duchy: Area, 5,851 square miles; population, 1,570,189; capital, Carlsruhe; population, 42,895; minister of public instruction, Dr. G. Nokk.

Baden has not published any educational statistics since 1873. In that year the school population numbered 243,567, the number of elementary schools was 1,937, the number of pupils 245,369, and the number of teachers 3,603.

Baden has one of the best polytechnic schools in the world. It was opened at Carlsruhe in 1865. The course of instruction is arranged with a view to perfecting engineers, mechanical engineers, architects, chemists, and forest officers in general education and in special sciences necessary to them. Instruction is also given in finance and pharmacy.

e. BAVARIA, constitutional monarchy: Area, 29,598 square miles; population, 5,271,616; capital, Munich; population, 193,829; minister of public instruction, Dr. von Lutz.

Bavaria, like many other German states, publishes very few educational reports. The latest official statistics are ten years old, and there is, at present, no indication that new statistics will be published in the near future. In 1870 Bavaria had 7,184 elementary schools, with 841,304 pupils and 11,921 teachers. It is generally admitted that the Bavarian schools are doing excellent work, but there seems to be a strong opposition against publishing frequent reports.

The Bavarian technical high school at Munich, which occupies a palatial building of immense proportions, is in all respects equal to a university in organization and standing. It has a general section, a school of engineering, a school of architecture, a mechanical technical school, a chemical technical school, and a school of agriculture. The school has 44 professors and 27 assistants and about 1,000 students. The students have at their disposal 30 collections and laboratories and an unusually rich library. As the Bavarian university is situated at Munich, the students of the technical high school have an opportunity to attend lectures in certain specialties at that institution. The school depends immediately on the minister of public instruction, and the governing body consists of a rector and vice rector, who are appointed by the King.

d. BREMEN, free city: Area, 106 square miles; population, 156,229.

For latest educational statistics, see the Report of the Commissioner of Education for 1879.

e. HAMBURG, free city: Area, 148 square miles; population, 454,041.

The official school report for 1879–'80 shows that Hamburg has in all 226 schools. Of these, 51 are public, 28 subsidized by the public treasury, and 147 are private. The total number of classes in these schools is 1,458 and the total number of pupils 50,768. All the schools are pay schools; poor pupils are, however, admitted free of charge.

The following statement exhibits the condition of the public school buildings of Hamburg as regards lighting and heating: 59.3 per cent. of the school rooms receive the light from the left side, 4.9 per cent. from the right side, 2.7 per cent. from the front, 0.3 per cent. from the rear, and 32.8 per cent. from several sides. Only 10 per cent. of the school-houses have furnaces and 90 per cent. have stoves.

f. HESSE-DARMSTADT, grand duchy: Area, 2,866 square miles; population, 936,944; capital, Darmstadt; population, 44,107. Director general of schools, H. Knorr.

Hesse-Darmstadt has 988 elementary schools, with 1,697 teachers and 138,818 pupils, viz: 69,119 boys and 69,699 girls; 12 advanced elementary schools, with 80 teachers and 3,082 pupils, viz: 1,497 boys and 1,585 girls; 797 review schools for boys, with 1,336 teachers and 18,563 pupils; and 84 private elementary schools, with 644 teachers and 6,489 pupils, viz: 2,480 boys and 4,009 girls. For secondary education there are 21 Gymnasien and Realschulen, with 266 teachers and 6,365 pupils. The polytechnic school at Darmstadt continues to do excellent work. It has five divisions, viz: architecture, civil engineering, machine construction, industrial chemistry, and mathematical and physical sciences. Hesse-Darmstadt is one of the states most advanced in education in Germany. All the children of school age attend school and few adults are found unable to read and write well.

g. PRUSSIA, constitutional monarchy (the King of Prussia is at the same time Emperor of Germany): Area, 137,066 square miles; population, 27,251,067; capital, Berlin; population, 1,122,385. Minister of public instruction, von Gossler.

The latest official statistics of elementary schools date from 1871. In that year the number of these schools was 34,988, with 4,007,776 pupils. In Prussia all children of school age attend school, although they are frequently so uncomfortably crowded in the school rooms that parents would do better to keep them at home. Hundreds of village schools have from 100 to 300 pupils for every teacher. The school-house contains often but two or three rooms, one of which is used as a class room, one is occupied by the teacher and his family, and one by his servant and a cow or a couple

of goats. In the cities and towns the elementary schools are almost all very good, but the village schools are bad.

A warm controversy is going on in Prussia as to the relative merits of the Realschulen and the Gymnasien. Public opinion is beginning to pronounce itself very decidedly in favor of the Realschulen, to the great indignation of the defenders of the classical system. The progressive Realschulen, with their non-classical character, seem to suit the times better than the too conservative Gymnasien.

Overcrowded schools.—The following table shows the number of overcrowded schools in each Prussian province:

Provinces.	Number of overcrowded schools.	Number of teachers wanted to remedy the evil.
East Prussia	669	669
West Prussia	448	448
Brandenburg	552	556
Pomerania	500	500
Posen	869	953
Silesia	1,509	1,689
Saxony	761	779
Schleswig-Holstein	106	106
Hanover	555	654
Westphalia	827	861
Hesse-Nassau	414	415
Rhine Province	825	838
Hohenzollern	12	12
Total	8,047	8,280

In 919 classes there are more than 150 pupils to each teacher; 119 of these 919 classes have more than 200 pupils to each teacher. From 1873 to 1879 the number of teachers' places has increased by 6,975.

The minister of public instruction has inserted in the budget of his department for 1881 $300,000 against $100,000 in 1880.

Since the resignation of Dr. Falk from the ministry of public instruction, the educational authorities have laid more stress on the teaching of religion, as will be seen from the following ministerial ordinance, published September 27, 1880:

To the provincial school boards:

Among the children who reach school age during the coming school year, there will be, for the first time, a number who have not received the sacrament of baptism, although their parents belong to the Christian denominations. It is the duty of the school to prevent the evil consequences which might arise from the neglect of the religious training of these children. The provincial school authorities are therefore requested to see that the teachers ascertain on admitting the children to what denomination their parents belong and enforce their attendance at the instruction in the religion of their parents.

A school of statistics.—A statistical seminary was opened in November, 1880, in connection with the Royal Statistical Bureau at Berlin in order to offer young men an opportunity to acquire a more thorough knowledge of statistics than the universities usually afford. Lectures and practical exercises are given by Dr. Engel, the director of the bureau, and a number of prominent professors.

Needlework.—The minister of public instruction has decided that needlework is an obligatory branch of instruction in all girls' schools, and that communes which are too poor to employ a teacher for this purpose may apply for state aid.

Gratuitous education.—Elementary education is gratuitous in sixteen cities only. These are Berlin, Breslau, Königsberg, Dantzig, Altona, Elberfeld, Crefeld, Posen, Erfurt, Kiel, Gladbach, Flensburg, Remscheid, Königshütte, Hagen, and Nordhausen.

Education in Berlin.—Berlin has 14 Gymnasien, with 7,247 pupils; 7 Realschulen, with 3,946 pupils; 2 industrial schools, with 1,083 pupils; 6 high schools for girls, with 4,007 pupils; 2 teachers' seminaries, with 158 male and 158 female students; 1 preparatory seminary, with 103 male pupils; 3 advanced elementary schools, with 379 male and 126 female pupils; 19 preparatory schools for the Gymnasien, with 3,787 pupils; 107 communal elementary schools, with 42,777 boys and 44,429 girls; 1 school for the blind, with 18 male and 13 female inmates; 4 boys' schools, under the control of societies, with 223 pupils; 2 girls' schools, under the same control, with 204 pupils; 5 mixed schools, with 489 boys and 472 girls; 2 Jewish schools, with 1,040 pupils; 9 higher private schools for boys, with 2,815 pupils; 10 middle class private schools for boys, with 3,312 pupils; 47 private high schools for girls, with 9,554 pupils; 15 private middle class and elementary schools for girls, with 3,644 pupils; and 5 mixed, with 1,401 boys and 1,392 girls. There are, therefore, 262 institutions of learning, with nearly 133,000 pupils.

The Royal Library of Berlin celebrated in September, 1880, the one hundredth year of its existence in its present domicile, although as a library it is 221 years old. It was founded in 1659 and located in the residence of the Great Elector, at whose death it included 1,168 manuscripts and about 20,000 volumes. In 1735 the number of volumes was estimated at 72,000. In 1774 Frederick the Great began the present building, which was finished in 1780. At present the library contains over 800,000 volumes and over 15,000 manuscripts.

Besides the Royal Library and the libraries of the university and other institutions, Berlin has about 100 popular libraries.

The government has published the results of the examination of candidates for professorships of modern languages in the secondary schools from 1877 to 1881. The following table shows the number of candidates examined at each of the ten centres, and the numbers furnished by the two rival institutions, the Gymnasium and the Realschule:

Centres.	Number of candidates graduated from the—		Total.
	Gymnasien.	Realschulen.	
Königsberg	8	7	15
Berlin	18	13	31
Greifswald	12	12	24
Breslau	4	5	9
Halle	15	12	27
Göttingen	29	17	46
Münster	32	4	36
Marburg	21	10	31
Bonn	32	5	37
Kiel	6	6	12
Total	177	91	268

From this table it appears that two-thirds of the candidates had graduated from the Gymnasien before entering the university, while only one-third came from the Realschulen. The government has openly declared itself in favor of the Gymnasien and this induces a great many young men to enter these schools in order to be sure of a position after the completion of their university course

Secondary schools for girls.—The Prussian minister of public instruction has pub-

lished his first report on secondary schools for girls. The report is not complete, a number of schools having failed to send in returns, but it shows that the government is beginning to pay more attention to these institutions than in former years.

The following table gives the number of secondary schools for girls and the number of teachers and pupils in the different provinces and government districts:

Provinces and districts.	Number of schools.	Number of classes.	Number of teachers.			Number of pupils.
			Males.	Females.	Total.	
East Prussia:						
District of Königsberg	14	79	74	25	99	3,084
District of Gumbinnen	4	38	30	17	47	1,627
Total for the province	18	117	104	42	146	4,711
West Prussia:						
District of Dantzig	6	40	37	16	53	1,542
District of Marienwerder	11	78	71	23	94	3,771
Total for the province	17	118	108	39	147	5,313
The city of Berlin	5	78	83	49	132	1,935
Brandenburg:						
District of Potsdam	31	228	218	50	268	8,227
District of Frankfort	15	121	95	46	141	4,155
Total for the province	46	349	313	96	409	12,382
Pomerania:						
District of Stettin	9	44	44	26	70	1,547
District of Köslin	2	16	16	6	22	520
District of Stralsund	2	25	29	8	37	963
Total for the province	13	85	89	40	129	3,030
Posen:						
District of Posen	8	44	48	19	67	1,484
District of Bromberg	5	34	29	17	46	332
Total for the province	13	78	77	36	113	1,816
Silesia:						
District of Breslau	10	58	52	44	96	1,038
District of Liegnitz	12	123	129	37	166	4,360
District of Oppeln	3	17	13	9	22	426
Total for the province	25	198	194	90	284	5,824
Saxony:						
District of Magdeburg	15	130	125	55	180	5,367
District of Merseburg	10	58	38	28	66	1,591
District of Erfurt	8	92	86	34	120	3,520
Total for the province	33	280	249	117	366	10,478
Schleswig-Holstein:						
District of Schleswig	19	123	110	32	142	3,961
Hanover:						
District of Hanover	7	64	69	21	90	2,572
District of Hildesheim	9	59	49	22	71	1,685
District of Lüneburg	4	31	24	14	38	831
District of Stade						

Provinces and districts.	Number of schools.	Number of classes.	Number of teachers.			Number of pupils.
			Males.	Females.	Total.	
Hanover—Continued.						
District of Osnabrück	6	34	30	14	44	1,227
District of Aurich	6	31	21	17	38	684
Total for the province	32	219	193	88	281	6,999
Westphalia:						
District of Münster	.....	.....	.....	.....	.....	.....
District of Minden	6	17	14	8	22	462
District of Arnsberg	28	123	105	52	157	3,860
Total for the province	34	140	119	60	179	4,322
Hesse-Nassau:						
District of Cassel	12	79	77	23	100	2,472
District of Wiesbaden	8	75	70	19	89	3,048
Total for the province	20	154	147	42	189	5,520
Rhine Province:						
District of Coblentz	7	29	18	16	34	574
District of Düsseldorf	42	180	162	106	268	4,297
District of Cologne	7	34	39	10	49	536
District of Treves	1	1	.....	1	1	14
District of Aix-la-Chapelle	4	16	10	16	26	337
Total for the province	61	260	229	149	378	5,748
Hohenzollern	.....	.....	.....	.....	.....	.....
GENERAL SUMMARY.						
East Prussia	18	117	104	42	146	4,711
West Prussia	17	118	108	39	147	5,313
City of Berlin	5	78	83	49	132	1,935
Brandenburg	46	349	313	96	409	12,382
Pomerania	13	85	89	40	129	3,030
Posen	13	78	77	36	113	1,816
Silesia	25	198	194	90	284	5,824
Saxony	33	280	249	117	366	10,478
Schleswig-Holstein	19	122	110	32	142	3,961
Hanover	32	219	193	88	281	6,999
Westphalia	34	140	119	60	179	4,322
Hesse-Nassau	20	154	147	42	189	5,520
Rhine Province	61	269	229	149	378	5,748
Hohenzollern	.....	.....	.....	.....	.....	.....
Total for Prussia [a]	336	2,207	2,015	880	2,895	72,039
Of these are—						
In cities	321	2,152	1,966	871	2,837	69,577
In rural districts	15	55	49	9	58	2,462

[a] If all the schools were reported, their number would be about 400, and the number of pupils about 100,000.

Expenditure for girls' high schools.—The total expenditure for the schools reported in the foregoing list amounts to 3,812,851 marks (1 mark = 23.8 cents). This amount is covered by school fees amounting to 2,448,686 marks and by municipal and state grants amounting to 1,364,165 marks.

One hundred and ten former teachers of secondary schools for girls receive a pension amounting to about $218 each per annum.

Courses of instruction.—As nearly all the girls' high schools are municipal institutions, the courses of study are prepared to suit local wants. The following is the course of study prepared by Dr. Erkelenz, director of the girls' high school at Cologne in the province of the Rhine:

Course of study of the girls' high school at Cologne.

	Subjects.	Lessons a week.						
		First class (highest).	Second class.	Third class.	Fourth class.	Fifth class.	Sixth class.	Seventh class (lowest).
1	German:							
	Reading, grammar, composition, &c	1	2	2	3	3	4	4
	Literature, poetry, &c	2	2	2	.....	.....	.....	.....
2	History	2	2	2	2	2	1	1
3	Geography	1	2	2	2	2	2	2
4	French	2	3	3	4	4	5	5
5	English	2	3	4	4	.....	.....	.....
6	Natural sciences	1	2	2	2	2	1	1
7	Hygiene	1	1	.....	.....	.....	.....	.....
8	Arithmetic, algebra, and geometry	.....	3	3	3	3	3	3
9	Drawing	2	2	2	2	2	2	2
10	Penmanship	.....	.....	.....	.....	2	2	2
11	Singing	.....	1	1	1	1	1	1
12	Needlework	.....	3	3	3	3	3	3
13	Gymnastics	.....	2	2	2	2	2	2
14	Pedagogy	2	.....	.....	.....	.....	.....	.....
15	History of art	2	.....	.....	.....	.....	.....	.....
	Total	18	28	28	28	26	26	26

NOTE.—Religious instruction is given every morning before the regular school hours.

For the sake of comparison, the course of instruction of the girls' high school at Leipzig is added here:

	Subjects.	Lessons a week.									
		First class (highest).	Second class.	Third class.	Fourth class.	Fifth class.	Sixth class.	Seventh class.	Eighth class.	Ninth class.	Tenth class (lowest).
1	Religion	2	2	2	3	3	3	4	2	2	2
2	German	4	4	4	4	4	4	6	8	8	8
3	French	5	5	5	5	5	4	2	.....	.....	.....
4	English	4	4	4	.....	.....	.....	.....	.....	.....	.....
5	History	2	2	2	2	2	2	1	.....	.....	.....
6	Geography	2	2	2	2	2	2	1	1	1	.....
7	Natural sciences	2	2	2	2	2	2	1	1	1	.....
8	Arithmetic	2	2	2	2	3	3	4	4	4	4
9	Penmanship	.....	.....	.....	1	1	2	3	4	4	4
10	Drawing	2	2	2	2	2	2	.....	.....	.....	.....
11	Singing	1	1	1	2	2	2	2	.....	.....	.....
12	Gymnastics	2	2	2	2	2	2	2	2	.....	.....
13	Needlework	2	2	2	3	2	2	4	2	2	.....
	Total	30	30	30	30	30	30	30	24	22	18

A. SAXONY, constitutional monarchy:[1] Area, 6,777 square miles; population, 2,970,220. Capital, Dresden; population, 197,295. Minister of public instruction, Dr. von Gerber.

5. WÜRTTEMBERG, constitutional monarchy:[1] Area, 7,675 square miles; population, 1,970,132. Capital, Stuttgart; population, 107,273. Director of the education department, von Roomer.

The director of the education department has decreed that corporal punishment in schools may be rendered more severe than heretofore and that pupils may be kept in school from 1 to 12 hours after the close of the regular session.

Württemberg has one of the best industrial schools for girls in Germany. It is situated at Reutlingen. It was opened a few years ago, with 6 pupils; there are now more than 200. The school is assisted by the town and the state. It has five divisions, viz, plain sewing, making dresses and clothes, machine sewing, embroidery, and making of fancy woollen goods.

GREAT BRITAIN AND IRELAND, constitutional monarchy: Area, 121,305 square miles; population, 35,246,633.

a. ENGLAND AND WALES. Capital, London; population, 3,832,441.

The following is the condition of elementary education, according to the report of the committee of council on education, signed by Lord Spencer and Mr. Mundella:

Day schools.—In the year ending August 31, 1880, the inspectors visited 17,614 day schools in England and Wales to which annual grants were made, containing 25,601 departments under separate teachers and furnishing accommodation for 4,240,753 scholars, or about one-sixth of the estimated population. There were on the registers the names of 3,895,824 children, of whom 1,235,427 were under 7 years of age, 2,465,460 were between 7 and 13, 150,579 were between 13 and 14, and 44,358 were above 14.

These figures show a considerable improvement upon the returns quoted in the last report. The accommodation has increased by 98,529 school places, or 2.38 per cent.; the scholars on the registers, by 184,941, 4.98 per cent.; and the average attendance, by 155,921, 6.01 per cent. The annual government grants to elementary day schools rose in the year from 1,981,720*l.* to 2,130,009*l.*

Night schools.—The night schools examined during the year were 1,363 in number; 46,069 scholars above 12 years of age were, on an average, in attendance each night.

Training colleges.—The 41 training colleges were attended in 1880 by 3,112 students.

The following table shows the rate of progress since the passage of the elementary education acts in 1870 and 1876:

England and Wales.

	Year ending August 31 —			
	1870.	1874.	1876.	1880.
Estimated population	22,090,163	23,648,660	24,244,010	25,480,161
I. SCHOOLS IN GENERAL.				
Number of schools inspected	8,281	13,163	14,368	17,743
Number of departments:				
1. Day	12,061	17,646	20,782	25,601
2. Night	2,504	1,432	1,474	1,363
Accommodation:				
1. Day schools	1,878,584	2,861,319	3,426,318	4,240,753
2. Night schools		10,507	14,810	14,051
Present at examination:				
1. Day scholars	1,434,766	2,034,097	2,412,211	3,268,147
2. Night scholars	77,918	36,720	41,133	40,062

[1] For latest educational statistics, see the Report of the Commissioner of Education for 1879.

England and Wales—Continued.

	Year ending August 31—			
	1870.	1874.	1876.	1880.
I. SCHOOLS IN GENERAL—Continued.				
Average attendance:				
1. Day scholars	1,152,389	1,678,759	1,984,573	2,750,916
2. Night scholars	73,375	48,690	49,858	46,069
Number of teachers:				
Certificated	12,467	18,714	23,053	31,422
Assistant	1,262	2,489	3,173	7,652
Pupil	14,304	27,031	32,231	33,733
Studying in training colleges	2,097	2,982	3,607	3,112
II. VOLUNTARY SCHOOLS.				
Number of schools	8,281	11,341	12,677	14,181
Number of departments	12,061	16,357	18,057	19,809
Accommodation	1,878,584	2,626,318	2,870,158	3,158,119
Average attendance	1,152,389	1,540,466	1,656,502	1,981,664
III. BOARD SCHOOLS.				
Number of schools		826	1,596	8,433
Number of departments		1,299	2,725	5,792
Accommodation		345,508	556,150	1,062,634
Average attendance		138,293	328,071	769,252

School supply.—During the last nine years (1871 to middle of 1880) the population between the ages of 3 and 15 is estimated to have increased by 756,699, or 12 per cent., while additional accommodation has been provided in efficient day schools for 2,228,074 pupils, being an increase of 110.7 per cent.

School attendance.—In regard to school attendance the report says: "Two and a half millions of children between the ages of 7 and 13, as appears from the tables of the registrar general, might be found in elementary schools, and might be reasonably expected to make the number of attendances required to earn a grant. * * * Much, it is plain, remains to be done to secure the regular attendance at school of a large number of children who ought to be, but are not, daily under instruction. * * * We are sorry to find on examining the school returns that the education of so many children of 10 years of age and upwards is discontinued as soon as, by passing the fourth standard, they are freed from the obligation to attend school, and become entitled to go to work. Out of 231,485 children presented in that standard in 1879, as many as 92,258 disappeared from our schools in 1880; while the 115,011 pupils in standard 5 of 1879 fell in the year to 52,625."

Drill.—It appears from the reports of the inspectors that military drill, which (as distinguished from the ordinary school drill practised in every good school) was introduced by the new code, is systematically taught with more or less satisfactory results to the boys attending 1,203 day schools.

Cookery is taught in 276 schools. Savings banks have been established in 1,087 and school libraries in 2,092 schools. Out of 25,508 departments of schools in which singing is taught, the instruction is given by ear in 21,718, or 85.14 per cent.

Pensions.—The education department has received during the school year 98 applications on behalf of teachers in England and Wales. Since the practice of granting pensions was resumed, in 1875, the department has dealt with 437 applications, and has awarded 16 pensions of 30*l.*, 99 of 25*l.*, and 151 of 20*l.*, and 41 gratuities to the amount of 1,770*l.*

Compulsory education.—The act of 1880, passed just ten years after the principle of direct compulsion was first somewhat timidly introduced, completes the work, so far as legislation is concerned. By it direct compulsion is made universal, and the whole population now comes under the operation of compulsory by laws.

Education in London.—The following is an abstract of the annual address on the board's work, read by Sir Charles Reed, chairman of the school board for London, at the regular meeting, September 30, 1880:

The school board for London was constituted in the autumn of 1870, so that ten years have now elapsed; and the completion of the decade affords a suitable opportunity for a comparison between the state of elementary education in the metropolis now and its condition at the time of the passing of the elementary education act. The population of the elementary school class, between the ages of 3 and 13, is at present 740,577, besides 65,640 children between the ages of 13 and 14, many of whom may be compelled to attend school under the act of 1876. In 1871 there was accommodation in all for 262,259 children, or 39.4 per cent. of the estimated population of school age. At midsummer last the denominational schools had provision for 269,469 children, or 8,000 more than in 1871, while we had provided for 225,236, giving a total accommodation for 494,705 out of a present child population of 740,577, or 66.8 per cent. Thus we have now seats for two out of every three children needing elementary education. The average attendance has risen in the voluntary schools from 173,406 at the end of 1871 to 180,706 at midsummer last, at which latter date our schools showed a daily average attendance of 192,995. This average daily attendance in the efficient elementary schools of London of 373,701 children, as compared with the 174,301 at the end of 1871, has been attained through the exercise of our compulsory powers.

Instruction in cookery is now given in 10 elementary schools under the control of the school board for London. The cookery lessons are all well attended. Both parents and children continue to appreciate the cooking instruction. The cooked food has sold well; 869 pupils finished a complete course during the term ending September, 1880.

Science and art schools.—The numbers of persons who during 1879 attended the various schools of science and art, in connection with the science and art department, were as follows: In science, 59,519 attended science schools, as against 57,230 in 1878. The numbers of schools examined were 1,355, comprising 4,564 different classes, from which 34,111 students came up for examination. The numbers receiving instruction in art were 795,444, being an increase upon the previous year of 67,570. At the National Art Training School, South Kensington, the number of students was 824. The total number of schools of art in the United Kingdom was 146, and the number of students in these schools and other branch classes was 29,191. In elementary day schools drawing was taught in 4,489 schools to 725,129 children, and 541,729 were examined in 1879. The total amount of grants in aid of instruction in drawing in elementary schools was 34,057*l*.

Women's colleges and schools.—Examinations (higher, local, and degree) are provided for the purpose of testing the attainments of women over 18 years of age by the Universities of Oxford, Cambridge, Durham, London (which admits women to all its degrees), Edinburgh, St. Andrews, and Dublin. The following colleges are expressly intended for the education of women: Girton College, Cambridge, founded in 1873; Newnham Hall, Cambridge, founded in 1875; Alexandra College, Dublin; Queen's College, London, and Bedford College, London.

Universities in the United Kingdom granting degrees.—(1) University of Oxford, first charter granted by Henry III; number of colleges, 25; number of professors, 43; members of convocation, 5,212; undergraduates, 2,814; members on books, 9,986.

(2) University of Cambridge, founded in the twelfth century, though its first authentic charter dates from the time of Henry III; number of colleges, 17; number of professors, 36; number of the senate, 6,066; undergraduates, 2,497; members on books, 10,593.

(3) University of Durham, founded 1832. The number of professors, readers, and lecturers is 7; number of students, 204.

(4) University of London, founded 1837. The University of London is of a thoroughly

cosmopolitan and unsectarian character, and grants degrees in art, medicine, law, and science to all candidates who can pass the requisite examinations. Certificates for degrees are received from all medical schools and all other universities and colleges. There are 51 examiners and 12 assistant examiners.

(5) Victoria University, founded 1879. The centre of this newly formed northern university is Owens College, Manchester, founded 1851 and incorporated 1871; but other colleges, such as Firth College, Sheffield, and the Yorkshire College of Science, at Leeds, also belong to the university.

(6) University of Edinburgh, founded 1582. Degrees are granted by this ancient university in the faculties of theology, law, medicine, and arts. The number of students was 3,172 in 1880.

(7) University of Glasgow, founded in 1451. Degrees are granted in the faculties of theology, law, and medicine. The number of professors is 28, and the number of students, 2,292.

(8) University of Aberdeen, incorporated in 1860, although the foundations of the colleges constituting the university are of ancient date. Degrees are granted in arts, divinity, and medicine. The number of students is 714.

(9) University of St. Andrew's, founded in 1411. There are two colleges comprised within the university, viz, the United College and St. Mary's College. The senatus academicus consists of 15 professors. The number of the general council is 1,568, and of students 167 in the faculty of arts and 30 in that of divinity. Degrees are granted in arts, medicine, and divinity.

(10) University of Dublin, founded in 1591. Trinity College, Dublin, is the representative of this university, which grants degrees in the faculties of divinity, arts, law, medicine, and engineering. The constitution of Trinity College is represented by a provost, 7 senior fellows, 24 junior fellows, 70 scholars, 10 non-foundation scholars, and 30 sizars. The university senate consists of 418 masters and doctors. There are over 30 professors, and the number of students is 1,730.

(11) The Royal University of Ireland, founded in 1880. The charter gives power to examine for, and after examination to confer, all such degrees as can be conferred in or by any other university in the United Kingdom, degrees or other distinctions in theology excepted. Degrees are open to women as well as to men. Within two years after the date of charter of this university the Queen's University in Ireland is to be dissolved, its property being transferred to the Royal University.

(12) The Queen's University in Ireland, founded in 1850, consists of the three Queen's Colleges at Belfast, Cork, and Galway, and grants degrees to members of these colleges. Queen's College, Belfast, has 18 professors and 500 students; Galway, 6 professors and 167 students; and Cork, 17 professors and 285 students.

(13) Catholic University, Dublin, founded in 1854, includes faculties of medicine, law, theology, philosophy, letters, and science.

Colleges not authorized to grant degrees.— Of this class there are in the United Kingdom 7 general colleges, 125 theological colleges, belonging to 20 different denominations, and a large number of medical, military, and higher technical schools.

b. SCOTLAND: Population, 3,661,292. Capital, Edinburgh; population, 215,146.

Following is an abstract of the report of the committee of council on education in Scotland for the year 1880:

Elementary schools.— In the year ending September, 1880, the inspectors visited 3,056 day schools to which annual grants were made, containing 3,377 departments under separate teachers and furnishing accommodation for 602,054 pupils, or about one-sixth of the estimated population. There were on the registers of these schools the names of 534,428 children, of whom 113,213 were under 7 years of age, 380,928 were between 7 and 13, 25,419 were between 13 and 14, and 14,868 were above 14. Of these pupils, 470,581 were present on the day of examination, while 404,618 were, on an average, in daily attendance throughout the year.

The following table shows the rate of progress in the period which has elapsed since the passing of the act of 1872:

	Years.			
	1872.	1878.	1879.	1880.
Estimated population	3,495,214	3,593,929	3,628,065	3,661,292
Number of schools inspected	1,979	3,011	3,019	3,064
Departments:				
Day	2,133	3,290	3,313	3,377
Night	68	251	271	277
Accommodation:				
Day schools	281,688	563,481	585,629	602,054
Night schools	.....	3,257	2,724	1,361
Present at inspection:				
Day scholars	225,306	439,021	447,801	470,581
Night scholars	2,641	12,911	13,743	14,899
Average attendance:				
Day scholars	213,549	377,257	385,109	404,613
Night scholars	2,653	13,123	13,799	14,297
Number of teachers:				
Certificated	2,566	4,953	5,148	5,330
Assistant	.....	288	357	444
Pupil	3,642	4,883	4,648	4,582
Studying at training colleges	729	1,039	970	892

c. IRELAND: Population, 5,317,416. Capital, Dublin; population, 314,666.

The number of primary schools is on the increase, there being 7,590 schools in operation in 1880, showing an increase of 68 schools over the previous year. The pupils on the rolls of these schools numbered 1,083,020; the daily average attendance was 468,557. The average attendance for 1880 exceeded that for 1879 by 33,503 pupils. The total number of schools showing a mixed attendance of Roman Catholics and Protestants and solely under Protestant teachers was 1,273, attended by 153,051 pupils; 2,804 schools, with a mixed attendance of 401,688 pupils, were solely in charge of Roman Catholic teachers; and 98 schools, with a mixed attendance of 22,503 pupils, were in charge conjointly of Protestant and Roman Catholic teachers. Of 3,331 schools showing an unmixed attendance, 552 were in charge of Protestant teachers and 2,779 were in charge of Roman Catholics.

GREECE, constitutional monarchy: Area, 19,941 square miles; population, 1,679,775. Capital, Athens; population, 68,677.

Following is a brief abstract of *L'instruction publique chez les Grecs*, par G. Chassiotis, Paris, 1881:

The total number of public elementary schools in Greece was 1,172 in 1878-'79. Of this number, 1,035 were for boys and 137 for girls. The total number of teachers was 1,292, viz, 1,117 males and 175 females, and the total number of pupils 79,448, viz, 67,108 boys and 12,340 girls. The total expenditure for these schools was $322,400. The total number of private elementary schools was 276, viz, 164 for boys and 112 for girls. The number of teachers was 295, and the number of pupils 11,092, viz, 6,740 boys and 4,352 girls. Besides the public and private elementary schools, there are 110 lower elementary schools, with 110 teachers and 3,500 pupils; 6 industrial schools (3 for boys and 3 for girls), with 23 teachers and 510 pupils; and 11 adult schools, with 36 teachers and 1,000 pupils.

For secondary education there were, in 1878-'79, 167 Hellenic schools, with 358 teachers and 8,728 pupils; 22 gymnasia, with 102 teachers and 3,214 pupils; 11 non-

classical secondary schools, with 29 teachers and 269 pupils; and 30 private secondary schools (22 for boys and 8 for girls), with 1,310 pupils, viz, 850 boys and 460 girls.

For superior education Greece has a university (at Athens), with 54 professors and 1,352 students, and a polytechnic school, with 23 professors and 582 students.

ITALY. constitutional monarchy: Area, 114,296 square miles; population, 28,209,620. Capital, Rome; population, 233,663. Minister of public instruction, F. De Sanctis.

The comprehensive scheme, submitted in 1879 by the minister of public instruction, of founding schools for girls of the same order as the lyceums for boys has fallen to the ground for the present, owing partly to want of funds in the impoverished condition of many of the municipalities, and still more to the lack of a sufficient number of pupils. It is probable that the project was premature, the ordinary school education not being as yet sufficiently spread to create the want for more advanced study. Italy has the very best intentions, but limited means. In the mean time the Pope is rapidly increasing the Catholic schools with the millions sent from all parts of the world. Fifty papal schools have been founded within one year in the city of Rome.

The Italian Liberal Education Society has established a social science school at Florence, whose object it is to prepare young men for the diplomatic service and for other higher positions in the state administration. The school is liberally supported by donations from wealthy citizens. One of the graduates of the school has gained the first place in the diplomatic examination at Rome.

The following statement of the condition of education in Italy is based on recent official and other authentic sources:

Introductory remarks.—Numerous contradictory newspaper reports have been published from time to time concerning the true condition of education in the kingdom of Italy. Some writers have gone so far as to assert that Italy has not only made no progress in education since the establishment of the Italian union, but that the schools formerly prospering under the several smaller governments of the peninsula have either been closed or are in a lamentable condition. Official reports have been published from time to time, but they failed to give a comparative view of educational affairs. This omission has at last been supplied. The Bureau has received an elaborate and concise report prepared by the Direzione della statistica generale del regno, and entitled "Statistica della istruzione elementare pubblica e privata in Italia, Roma, 1881."

A brief statement concerning Italy in general, and her school legislation in particular, will not be out of place here, and will serve as an introduction to the abstract of the above-named statistical report.

Italy has long been the cradle of the fine arts, and she possessed universities long before the other countries of Europe. The University of Bologna was founded in 1119, and that of Modena in 1160. Florence and Rome are celebrated for their galleries of sculptures and paintings. Florence is the native city of Dante, Giotto, Macchiavelli, Amerigo Vespucci (after whom America was named), Michael Angelo, and Cellini.

The present constitution of Italy is an expansion of the Statuto fondamentale del regno, granted on March 4, 1848, by King Charles Albert to his Sardinian subjects. According to this charter the executive power of the state belongs to the King and is exercised by him through responsible ministers, while the legislative authority rests in the King and Parliament, the latter consisting of two chambers, an upper one, the senate, and a lower one, called the chamber of deputies. The educational affairs of the kingdom are under the control of the minister of public instruction. The Catholic religion is the religion of the state. The Roman Catholic church is, nominally, the ruling state religion; but many acts of the legislature, passed since the establishment of the kingdom, have subordinated the power of the church and clergy entirely to the authority of the civil government and secured perfect religious freedom to the adherents of all creeds without exception. About thirty million dollars are voted annually by Parliament for educational purposes.

The law of November 13, 1859, is still to-day the fundamental law of public instruction, although some amendments have been made from time to time. In 1877 (July 17) a law was passed making primary education obligatory for all children between the ages of 6 and 10. Each commune is compelled to establish public primary schools. Instruction is gratuitous in nearly all the public schools. Religious instruction is optional. This provision has induced the Pope to compel the priests to establish separate church schools in every parish. He himself has established 50 church schools in Rome within one year.

The salaries of Italian teachers are very low. They range between $110 and $260 a year. Female teachers receive about two-thirds as much as male teachers. In 1876 the average salary for male and female teachers was $120. Several of the rapidly succeeding ministers of public instruction (there have been thirty-eight ministers since November 30, 1847) have promised a reform in this respect, but nothing has been done yet. The Italian finances are in a lamentable condition, and, even with the large amounts of money derived from the sale of convents and other church property, the public treasury seems to remain empty. A large standing army absorbs the best part of the public moneys, and as long as this has to be continued it will be difficult to obtain money for schools and teachers. The educational expenditure per capita of the population amounts to 11 cents, while the military expenditure amounts to $1.56 per capita.

The budget of the ministry of public instruction for the year 1881 amounts to 27,927,212 lire (1 lira=19.3 cents). Of this amount, the minister and his staff get 592,426 lire, the school inspectors 110,000 lire, the 17 royal universities 7,421,681 lire, the royal libraries 553,362 lire, the scientific academies 654,497 lire, the schools of music 268,454 lire, the art galleries 727,608 lire, the classical secondary schools 3,829,393 lire, the technical schools 3,076,702 lire, the primary schools only 2,690,892 lire, the normal schools 1,017,780 lire, the female high schools 72,225 lire, and the rest is absorbed by miscellaneous items.

From the foregoing it appears that primary education seems to be considered of subordinate value, and that more liberal provisions are made for the universities, the schools of music, the secondary and technical schools, and the art galleries. It is evident that the small amount of 2,690,892 lire is not sufficient to provide a suitable primary education for a school population of nearly 5,000,000.

Statistics.—Illiteracy in Italy in 1861 and 1871, according to the official censuses, is shown in the following tables:

Table A, showing the number of illiterates in 1861.

Age.	Census of 1861.					
	Population. a			Illiterates.		
	Males.	Females.	Total.	Males.	Females.	Total.
Under 5 years	1,494,564	1,465,127	2,959,691	1,486,842	1,459,145	2,945,987
From 5 to 12 years	1,638,787	1,589,450	3,228,237	1,206,214	1,358,022	2,564,236
From 12 to 19 years	1,397,924	1,458,209	2,856,133	988,137	1,102,719	2,040,847
Five years and more	9,402,672	9,414,971	18,817,643	6,402,396	7,651,318	14,053,714
Twelve years and more	7,763,885	7,825,521	15,589,406	5,106,182	6,293,296	11,399,478
Nineteen years and more	6,365,961	6,367,311	12,733,292	4,168,045	5,190,586	9,358,631
Various ages	10,897,236	10,880,098	21,777,334	7,889,238	9,110,463	16,999,701

a Exclusive of the present province of Rome and of Venice.

Table B, showing the number of illiterates in 1871.

Age.	Census of 1871.					
	Population. a			Illiterates.		
	Males.	Females.	Total.	Males.	Females.	Total.
Under 5 years	1, 570, 775	1, 525, 674	3, 096, 449	1, 566, 153	1, 521, 865	3, 088, 018
From 5 to 12 years	2, 020, 885	1, 955, 677	3, 976, 542	1, 540, 455	1, 590, 630	3, 131, 085
From 12 to 19 years	1, 801, 842	1, 821, 206	3, 623, 048	1, 071, 589	1, 238, 678	2, 310, 267
Five years and more	11, 901, 438	11, 803, 218	23, 704, 656	7, 465, 683	9, 000, 091	16, 465, 774
Twelve years and more	9, 880, 573	9, 847, 541	19, 728, 114	5, 925, 228	7, 409, 461	13, 334, 689
Nineteen years and more	8, 078, 731	8, 026, 335	16, 105, 066	4, 853, 639	6, 170, 783	11, 024, 422
Various ages	13, 472, 213	13, 328, 892	26, 801, 154	9, 031, 836	10, 521, 956	19, 553, 792

a Population of the whole kingdom after the annexation of the papal states.

Proportion of illiteracy in 1861 *and* 1871.

Age.	Census of 1861.			Census of 1871.		
	Number of illiterates for every 100 inhabitants.			Number of illiterates for every 100 inhabitants.		
	Males.	Females.	Both sexes.	Males.	Females.	Both sexes.
From 5 to 12 years	79	85	82	76	81	79
From 12 to 19 years	67	76	71	59	68	64
Nineteen years and more	65	81	73	60	77	68
Various ages	72	84	78	67	79	73

Illiterate conscripts.—The following table shows the percentage of illiteracy among each 100 conscripts born between 1845 and 1858:

Born in the year—	According to the examination—		On leaving the army.	
	Before the recruiting board.	On entering the army.		
1845	.....	66	40	Period during which education was optional.
1846	63	62	40	
1847	60	61	35	
1848	66	58	15	
1849	65	57	9	
1850	64	54	7	
1851	61	53	7	
1852	60	53	7	Period during which education was obligatory.
1853	57	54	7	
1854	57	52	6	
1855	55	54	7	
1856	55	53	7	
1857	54	53	7	
1858	53	.....		

The following table shows the number of persons unable to sign the marriage contract:

Years.	Of every 100 persons married were unable to sign the marriage contract—		
	Both sexes.	Males.	Females.
1866a	69.46	59.96	78.97
1867a	68.51	59.93	79.09
1868a	68.67	58.91	78.43
1869a	70.24	61.01	79.46
1870a	68.01	58.54	77.48
1871a	67.23	57.73	76.73
1872	65.75	56.22	75.28
1873	66.22	56.56	75.88
1874	64.43	54.48	74.37
1875	64.54	54.32	74.76
1876	62.65	52.35	72.95
1877	62.23	51.78	72.69
1878	59.28	48.49	70.07
1879	59.16	48.07	70.24

a Exclusive of the province of Rome.

Increase in the number of pupils.—The following table shows the increase in the number of pupils in elementary schools since 1861:

School year.	Number of pupils.		
	Total.	Males.	Females.
1861–'62a	1,008,674	579,550	429,124
1862–'63a	1,100,294	626,589	482,635
1863–'64a	1,174,743	654,568	520,175
1865–'66a	1,213,870	686,298	527,572
1866–'67b	1,409,407	824,676	584,731
1867–'68b	1,484,532	869,477	615,055
1869–'70b	1,573,359	890,208	683,151
1870–'71c	1,604,978	908,622	696,356
1871–'72c	1,722,947	960,487	762,460
1872–'73c	1,797,796	993,320	804,476
1873–'74c	1,841,980	1,009,157	832,823
1874–'75c	1,895,754	1,038,695	857,059
1875–'76c	1,931,617	1,054,469	877,148
1877–'78c	2,092,709	1,079,927	922,782
1878–'79c	2,057,977	1,112,270	945,707

a Without Venice and Rome. b Inclusive of Venice and without Rome.
c The whole kingdom.

Proportion of pupils to the population.

School year.	Number of every 100 inhabitants attending school.	Number of every 100 children between the ages of 6 and 12 attending school.
1861–'62	4.63	36.85
1862–'63	5.09	40.52
1863–'64	5.39	42.92
1865–'66	5.57	44.35
1866–'67	5.43	43.01
1867–'68	5.72	45.30
1869–'70	6.06	48.02
1870–'71	5.98	47.58
1871–'72	6.43	51.08
1872–'73	6.71	53.30
1873–'74	6.87	54.61
1874–'75	7.07	56.21
1875–'76	7.21	57.27
1877–'78	7.47	59.36
1878–'79	7.68	61.01

The following table shows the number of different grades of public and private day schools and the number of teachers and pupils of these schools from 1861–'62 to 1878–'79:

School years.	Infant schools.			Elementary day schools.						
				Public.				Private.			
	Number.	Number of teachers.	Number of pupils.	Number.	Number of teachers.	Number of pupils.		Number.	Number of teachers.	Number of pupils.	
						Males.	Females.			Males.	Females.
1861–'62 *a*				21,353	21,050	527,729	357,423	7,137	7,123	51,821	71,701
1862–'63 *a*				23,340	23,680	574,421	408,915	6,082	7,741	52,168	73,720
1863–'64 *a*				24,999	25,009	597,202	440,627	6,805	9,254	57,366	79,548
1864–'65 *a*											
1865–'66 *a*				25,682	26,019	630,230	468,491	5,435	6,371	56,068	59,981
1866–'67 *b*						766,117	515,320			58,559	69,411
1867–'68 *b*				29,909	30,430	806,349	543,717	6,414	7,571	63,128	71,338
1868–'69 *b*											
1869–'70 *b*				31,225	32,132	825,249	602,910	7,075	8,159	64,959	80,211
1870–'71 *c*				32,782	33,290	843,734	614,850	6,876	7,684	64,888	81,506
1871–'72 *c*				33,556	34,309	881,371	664,419	8,157	9,114	79,116	98,041
1872–'73 *c*	1,698		130,801	34,786	35,462	913,073	708,846	7,392	8,968	80,247	95,630
1873–'74 *c*				35,683	36,398	931,911	725,877	7,637	9,198	77,246	106,946
1874–'75 *c*				38,062	36,995	949,939	743,861	8,952	9,764	88,756	113,198
1875–'76 *c*				38,255	37,623	967,317	755,352	9,156	9,462	87,152	121,796
1876–'77 *c*	1,287		147,978								
1877–'78 *c*	1,543	3,729	175,518	39,762	39,702	1,006,418	824,331	7,906	7,806	73,509	98,451
1878–'79 *c*	1,566	3,752	183,809	41,108	41,108	1,048,801	853,479	7,422	7,422	63,469	92,226

a Without Venice and the province of Rome. *b* Without the province of Rome.

c The whole kingdom.

Adult schools.—The following table shows the number of adult schools in 1877–'78 and in 1878–'79:

	School years.	
	1877–'78.	1878–'79.
Week day adult schools:		
Number	10,577	11,633
Number of teachers	10,577	11,633
Number of pupils:		
Males	421,046	439,634
Females	11,755	16,063
Sunday adult schools:		
Number	5,792	6,571
Number of teachers	5,792	6,571
Number of pupils:		
Males	20,321	21,194
Females	175,310	191,245

The following table shows the number of female boarding schools (convitti femminili):

	School years.	
	1877–'78.	1878–'79.
Number of schools	817	848
Number of teachers	4,049	4,328
Number of pupils	49,551	52,925

MALTA, British colony: Area, 115 square miles; population, 119,084. Capital, Valetta; population 90,000.

The following is an abstract of an official report published in 1880:

In 1838 only three elementary schools were supported by the government, one at Valetta, one at Senglea, and one at Gozo. There were 728 children at the schools of Valetta and Senglea, and at Gozo the attendance was reported to be inconsiderable. The total amount spent at that time upon elementary education was 400*l.* a year. In 1844 there were 24 government primary schools in Malta and 4 in Gozo, besides a night school for adults in Zabbar and an industrial school for poor orphans in Florian, 30 schools in all. In 1880 the government institutions consisted of 1 university, with 168 students; 2 lyceums, with 474 pupils; 1 secondary school for girls, with 137 pupils; 1 secondary school for boys at Gozo, with 40 pupils; 63 primary schools in Malta, with 7,006 pupils (3,347 boys and 3,659 girls), and 16 primary schools in Gozo, with 740 pupils (356 boys and 384 girls)—total, 84 institutions, with 8,565 pupils, 4,385 boys and 4,180 girls.

Besides the educational establishments of the government, there are in Malta and Gozo 125 private schools or seminaries, attended by about 2,710 pupils. These private institutions comprise the archbishop's ecclesiastical seminary; the bishop's seminary at Gozo; the Jesuit seminary at St. Julian; a few intermediate schools at Valetta; three boarding and day schools under the Sisters of Charity, the Sisters of St. Joseph, and the Sisters of the Good Shepherd, respectively; a large primary school under the Augustinian Fathers in Valetta; and about 100 "adventure" schools, with an average attendance of 18 pupils each.

The course of instruction in the public elementary schools for boys includes reading

in Maltese, Italian, and English, writing, arithmetic, catechism and sacred history, geography, elements of practical geometry, elements of botany, vocal music, and gymnastics. In the girls' schools the course embraces reading in Maltese, Italian, and English, writing, arithmetic, catechism and sacred history, geography, needlework, and vocal music. The total number of teachers and assistants in public primary schools is 246.

NETHERLANDS, constitutional monarchy: Area, 20,527 square miles; population, 4,037,010. Capital, The Hague; population, 114,936. Minister of the interior, W. Six.

The Verslag van den staat der hooge-, middelbare en lagere scholen in het Koningrijk der Nederlanden over 1879–1880 gives the following account of the condition of education in the Netherlands in 1879–'80:

Universities.—Important changes in the management of the universities have not taken place during the year. Among the three state universities Leyden leads in the number of students, with 485; Utrecht follows, with 403; and Groningen comes last, with 202. In the newly created University of Amsterdam, which is a provincial and municipal institution receiving a limited state subsidy, the number of students was 577 in 1879–'80, or 92 more than the highest number of students in a state university.

Table showing the number of students in each faculty in 1879.

Universities.	Faculties of—					
	Protestant theology.	Law.	Medicine.	Natural sciences.	Philosophy and philology.	Total.
Universities entirely supported by the state:						
Leyden	29	224	158	35	39	485
Utrecht	180	87	89	37	10	403
Groningen	25	55	80	22	20	202
Total	234	366	327	94	69	1,090
Provincial and municipal university:						
Amsterdam	22	45	343	90	77	577
Grand total	256	411	670	184	136	1,667

Since the above statistics were published the number of students has increased considerably, as will be seen from the following table:

Statistics of Dutch universities in 1880–'81.

Faculties.	Number of students.				
	Amsterdam.	Leyden.	Utrecht.	Groningen.	Total.
Law	90	448	155	95	788
Medicine	310	187	136	124	757
Theology	19	35	190	28	272
Literature	41	54	20	25	140
Mathematics and natural sciences	80	45	49	28	202
Total	540	769	550	300	2,159

From the foregoing table it appears that the faculties of law and medicine draw the largest number of pupils in the Netherlands, while in nearly all the other countries of Europe the faculties of philosophy and natural sciences have the largest attendance. In the Netherlands there is a great demand for physicians and lawyers for the numerous colonial possessions of that country, and this induces many young men to choose these professions in preference to others which are overcrowded.

Schools of theology.—The total number of special schools of theology is 13, of which 5 are Protestant, 6 Roman Catholic, 1 Old Catholic, and 1 Israelitish. The number of students is not given.

Secondary schools.—Under this heading the Hollanders class the gymnasia, the progymnasia, the burgher schools, the higher burgher schools, the higher industrial schools, the secondary schools for girls, the agricultural schools, the polytechnic school, the naval schools, the deaf-mute schools, the school of midwifery, and the school of veterinary surgery.

Gymnasia and progymnasia.—The number of gymnasia is 24, and that of progymnasia 5. These 29 institutions had 308 teachers and 1,676 pupils in 1879–'80. About one-half of the expenditure of these schools is derived from state subsidies and the other half from tuition fees.

Burgher schools.—The number of these schools is 36, the majority of which have been established since 1864. Nearly all these schools are gratuitous evening schools for young men engaged during the day. In December, 1879, these schools had 4,380 pupils against 4,313 in December, 1878. Of the 4,380 pupils in 1879, 4,078 had already selected a trade.

Higher burgher schools.—In December, 1879, the total number of higher burgher schools was 55, of which 18 belonged to the state and 37 to the municipalities. Of these 55 institutions, 33 had a course of five or six years, 3 of four years, and 19 of three years. The tuition fees range between $15 and $30 a year. The total number of pupils of these schools was 4,140 and the number of professors 614.

Secondary schools for girls.—The existing secondary schools for girls have all been established since 1867. They are all communal institutions receiving subsidies from the state and the provinces. The total number of these schools is 11. Their course of instruction extends over five years, and the tuition fees range between $25 and $30 a year. The number of pupils was 852 in December, 1879, against 769 in the previous year. The subjects of instruction are religion, mathematics, arithmetic, natural sciences, chemistry, botany, zoölogy, science of government, geography, history, Dutch, German, French, English, book-keeping, drawing, æsthetics, needlework, and psychology.

Schools of agriculture.—For agricultural education Holland has a state school of agriculture, at Wageningen, with 67 students, a private school of horticulture, at Watergraafsmeer, with 22 students, and several other institutions established by agricultural and horticultural societies.

The polytechnic school.—The polytechnic school had 314 pupils in 1879–'80, of whom 9 were females.

Naval schools.—A naval power like Holland has naturally a number of good naval schools for the training of officers and seamen. In 1879–'80 the number of these schools was 11, with 27 professors and 441 students. Five of these schools belong to the state and 6 to municipalities receiving state aid.

Deaf-mute and blind schools.—The deaf-mute schools are situated at Groningen (established in 1790), with 195 inmates; Rotterdam, with 115 inmates; and Gestel, with 138 inmates. For the education of the blind there is an institution at Amsterdam, with 65 inmates.

Elementary schools.—The total number of elementary schools was 3,852 in 1879–'80, against 3,826 in the preceding year. Of the 3,852 schools in 1879–'80, 2,750 were public, 114 private receiving subsidies, and 988 private receiving no subsidies. The private schools were under the control of the various religious denominations which do not approve of the unsectarian public schools established by law of August 17, 1878.

The total number of teachers employed in public and private elementary schools was 13,298 in 1879–'80, viz, 10,397 males and 2,901 females. As the total number of pupils of elementary schools is 540,995, there are 41 pupils for every teacher. Of the 540,995 pupils, 286,369 are boys and 254,626 girls. The total population in December, 1879, was 4,037,010, viz, 2,000,902 males and 2,036,108 females. The estimated number of children of school age (6–12) in the same year was 517,654, viz, 259,201 boys and 258,453 girls. From these figures it appears that a considerable number of children in the elementary schools are under six or over twelve years of age. The official report estimates that 79,941 children of school-age—32,005 boys and 47,936 girls—did not attend school in December, 1879. One-half of the pupils in the elementary schools (268,386) received gratuitous instruction, viz, 230,750 in the public schools and 37,636 in the private schools.

Cost of education.—The following table shows the total expenditure for education in 1879–'80:

Expenditure for—	Contributed by the—			Total.
	State.	Provinces.	Communes.	
	Florins.[1]	*Florins.*	*Florins.*	*Florins.*
Universities	1,175,011.33	10,000.00	259,170.06	1,444,181.39
Higher secondary schools	103,279.64	.....	431,678.56	534,958.20
Lower secondary schools	1,005,604.83	30,401.50	1,089,375.38	2,125,381.71
School of veterinary surgery	96,813.72	.....	.....	96,813.72
School of midwifery	11,886.16	.....	.....	11,886.16
Elementary schools	1,228,357.30	334,959.03	6,903,705.14	8,467,021.38
Total	3,620,952.90	375,360.53	8,683,929.15	12,680,242.58

[1] Florin = 40.2 cents.

The total amount derived from tuition fees amounted to 1,819,343 florins in 1879–'80, viz: in the universities, 257,011 florins; in the elementary schools, 1,079,862 florins; and the rest in secondary and special schools.

Normal schools.—There are in the Netherlands two kinds of normal schools, viz: normal schools of the first order and normal schools of the second order. The former train teachers for the cities and the latter for rural districts. The course of instruction includes the Dutch language, history, geography, arithmetic, elementary geometry, natural sciences, horticulture, singing, pedagogy, drawing, gymnastics, German, French, hygiene, physiology, anatomy, and needlework for girls.

In 1879–'80 there were five state institutions for the training of teachers, viz: 's Hertogenbosch, with 146 students; Haarlem, with 107 students; Groningen, with 115 students; Middelburg, with 80 students; Deventer, with 80 students; and Nijmegen, with 20 students; total, 548 students. These five schools cost the state 328,262 florins in 1879. Besides the state normal schools, there are provincial normal courses, which were attended by 2,384 male and 733 female students in 1879–'80. The total number of students preparing for the profession of teacher was, therefore, 3,665 in 1879–'80.

Prison schools.—In 1879–'80 instruction was given in 39 prisons to 20,131 inmates, nearly all of whom were between the ages of 20 and 40. At the end of the course all except 686 inmates were able to read and write. Libraries are connected with all the prisons. In 1879–'80, 15,990 volumes were issued to 12,064 readers.

Crèches and infant schools.—The total number of crèches and infant schools was 771 in 1879–'80, viz: 102 public and 669 private. The public institutions had 18,964 children (9,637 boys and 9,327 girls) and the private institutions 66,340 (30,469 boys and 35,880 girls), which gives a total of 85,304, against 83,718 in the previous year. The

total number of teachers was 2,503, viz: 506 in public and 1,907 in private institutions.

Miscellaneous educational items.—The Dutch association for the promotion of unsectarian education counts at present 413 local committees. The collections in 1879 in aid of existing schools amounted to about $20,000.

The first chamber of the states general has granted the amount of money required by the government for the execution of the elementary education act of August 17, 1878. This law has been the cause of violent discussions. The question was whether the public schools should retain the unsectarian character which they have had since 1857, or whether they should be changed to denominational schools. The provision of the old law that the public school, though unsectarian, shall at the same time train the pupils to the practice of every social and Christian virtue is retained in the new law.

The educational budget for 1881 amounts to nearly $2,200,000.

It is calculated that among the strictly rural population of the kingdom one-fourth of the grown-up men and one-third of the women can neither read nor write.

Nearly all the elementary schools in some agricultural districts are deserted every year as soon as the work in the fields begins. Efforts have been made to retain the children until the end of the school year by arranging school festivals for them, but the out door work seems to suit them better than the school routine. The only remedy for this evil is a compulsory school law.

PORTUGAL, constitutional monarchy: Area, 36,510 square miles; population, 4,745,124. Capital, Lisbon; population, 233,889.

The university of Coimbra has at present five faculties, viz: theology, with 11 professors; law, with 21 professors; medicine, with 18 professors; mathematics, with 11 professors; philosophy, with 11 professors; total, 72 professors. The total number of students is 766, viz: 41 in theology, 364 in law, 51 in medicine, 116 in mathematics, 194 in philosophy.

The government proposes to submit to the chambers a bill to exclude Jesuits from all grades of schools. The Jesuits possess at present a large number of higher institutions of learning, chiefly boarding schools.

RUSSIA, absolute monarchy:[1] Area, 8,444,766 square miles; population, 85,685,945. Capital, St. Petersburg; population, 667,926. Acting minister of public instruction, Saburoff.

Miscellaneous educational items.—The number of students of Russian military schools is 11,300, of whom 8,800 are boarders. The expenditure of these schools amounts to $4,000,000 a year.

The minister of public instruction has decreed that no university under his jurisdiction shall henceforth admit a student who is married and that students who get married after matriculation shall be expelled.

The Neue Freie Presse, of Vienna, extracts from a Russian journal, called the Elementary School Teacher, some interesting statistics of elementary education in Russia. It appears that of all children in St. Petersburg who are of fit age for school only 41 per cent. are actually being taught. There are 30,000 children in St. Petersburg who go to no school whatever. The government of St. Petersburg—that is, the district of which St. Petersburg is the centre—is still worse off. Not quite 25 per cent. of the children go to school. In the Moscow government the percentage is only 15, while in the city of Moscow itself it falls as low as 12. In the Tambow government the figures are 7½ per cent.; in that of Poltowa, 7 per cent., and the same in that of Samana. In only a few governments is the percentage apparently higher. In Bessarabia 40 per cent. of the children go to school; in Kazan, 30 per cent.; in Penza, 28 per cent.

[1] For the latest educational statistics, see the Reports of the Commissioner of Education for 1878 and 1879.

SPAIN, constitutional monarchy:[1] Area, 182,758 square miles; population, 16,625,860. Capital, Madrid; population, 397,690.

The metric system of weights and measures will be obligatory in Spain from July 1, 1881. The school authorities have therefore requested all the teachers of the country to double their zeal in familiarizing their pupils with this system at once.

Very little progress appears in the education of the masses.

SWEDEN, constitutional monarchy: Area, 170,979 square miles; population, 4,578,901. Capital, Stockholm; population, 173,433.

Sweden has 613,424 pupils in 8,706 schools, or 79 pupils for each school.

The lower chamber has requested the government to abolish Latin as an obligatory branch of instruction in all the secondary schools. Eighty-five members voted for the change and thirty-eight against it. The government has not yet complied with the request of the chamber.

The fourth meeting of the Northern Teachers' Association was held at Stockholm in August, 1880. About 5,000 educators were present. The King himself attended the opening meeting and the meeting on the following day.

A report on the present condition of education in the kingdom is in course of preparation and will doubtless be published in 1881. The last education report was published in 1876 and translated into English, in view of its use at the International Exhibition in Philadelphia.

SWITZERLAND, federal republic:[2] Area, 15,233 square miles; population, 2,808,460. Capital, Berne; population, 36,000.

Miscellaneous educational items.—In view of the opinion lately expressed by eminent oculists that the reading of German characters is injurious to the eyes, the Bernese government has resolved to discourage its use as much as possible, and all its official announcements and reports will henceforth be printed exclusively in Roman characters.

The expenses for education in the canton of Berne amount to 1,809,681 francs, of which 357,398 francs are for the university, 261,594 francs for secondary education, and the rest for primary education.

In the new University of Geneva, formerly the Academy of Geneva, the number of students is fast increasing. It has at present 391 students, viz: 21 in the faculty of theology, 70 in the faculty of law, 94 in that of medicine, 11 in philosophy, and 195 in sciences and letters.

A movement is on foot to reorganize the polytechnic school at Zürich. This institution was established by the federal government in 1856, and although its success has been brilliant there are many educators and other prominent men who wish a reorganization. They hold that, as the Zürich school has the rank of a university, it should have no preparatory department; they further hold that the minimum age of admission should be 18 instead of 17, as heretofore. The school has at present, besides the preparatory department, a section of architecture, of civil engineering, of technical mechanics, of technical chemistry, of agriculture and sylviculture, of pedagogy, and of philosophy and political science.

Professor Rambert, of the polytechnic school, states in a recent report that the majority of candidates for admission to that institution come insufficiently prepared. They have received a one-sided training, have read little, and are not able to write an essay on a given subject. In a class of 17 students only one had heard of Franklin, and he did not know that Franklin was the inventor of the lightning rod. Eleven students had never heard of Cæsar, Charlemagne, Charles XII, or Frederick the Great.

[1] Primary and secondary education statistics have not been published since 1870. For the statistics of superior education, see the Report of the Commissioner of Education for the year 1879.

[2] For latest educational statistics, see the Report of the Commissioner of Education for 1879.

The following list shows how much the different Swiss cantons spend each year for every pupil in the public schools:

	Francs.		Francs.
1. Basle (city)	54.50	14. Soleure	17.90
2. St. Gall	33.80	15. Freiburg	14.60
3. Neuchatel	30.20	16. Basle (country)	13.50
4. Zürich	28.73	17. Grisons	12.80
5. Schaffhausen	27.70	18. Appenzell (Outer Rhodes)	12.10
6. Aargau	25.00	19. Schwytz	11.40
7. Geneva	24.50	20. Ticino	10.60
8. Vaud	24.30	21. Unterwalden, Lower	9.30
9. Glarus	21.30	22. Unterwalden, Upper	8.50
10. Berne	20.50	23. Appenzell (Inner Rhodes)	6.86
11. Thurgovia	20.20	24. Uri	5.80
12. Lucerne	20.00	25. Wallis	4.50
13. Zug	18.50		

The following table shows the average number of years of service of male and female teachers in the different cantons:

	Cantons.	Male teachers.	Female teachers.
1	Zürich	19.1	14.6
2	Berne	17.1	9.4
3	Lucerne	17.0	10.8
4	Uri	14.8	10.6
5	Schwytz	11.1	11.8
6	Unterwalden, Upper	9.9	7.5
7	Unterwalden, Lower	14.3	8.6
8	Glarus	15.8	.....
9	Zug	11.9	9.1
10	Freiburg	15.2	8.8
11	Soleure	15.6	9.3
12	Basle (city)	20.0	6.8
13	Basle (country)	17.5	.....
14	Schaffhausen	17.8	1.5
15	Appenzell (Outer Rhodes)	15.7	.....
16	Appenzell (Inner Rhodes)	15.2	10.0
17	St. Gall	14.8	8.4
18	Grisons	10.5	6.9
19	Aargau	16.0	10.7
20	Thurgovia	18.3	3.0
21	Ticino	12.3	11.0
22	Vaud	16.7	9.8
23	Wallis	8.4	6.2
24	Neuchatel	10.9	6.1
25	Geneva	12.9	12.9
	Average for Switzerland	15.5	8.7

II.—Asia.

British India: Area, 1,472,854 square miles; population, 237,395,498.

The factories bill has passed the Indian legislature. A clause has been inserted allowing the Bengal government to place factories under the inspection of the magistrate of the district instead of under a regular inspector, and the lowest age for the employment of a child in a factory has been changed to seven instead of eight years.

Mr. Johnston, of Bridge of Allen, said, at the social science congress held at Edinburgh in 1880, that the population of India was calculated at 240,000,000, and of that number some 190,000,000 were to be found in British India. In the schools and colleges under direct government control there were 400,000 pupils; in aided schools, 800,000; and in unaided schools, native institutions of a most unsatisfactory character, there were 350,000 pupils on the rolls. Of the total, 90,000 received education of a comparatively high order. This is what had been accomplished in twenty-five years under the education act of 1854. But to bring the population of India under instruction at that rate of progress would take five hundred years, even if it remained stationary. At present the treasury spends for educational purposes less than 750,000*l.*; and of this sum only some 85,000*l.* are devoted to the lower class.

The present condition of Madras University compares favorably with that reported in previous years. Of the 3,309 candidates who presented themselves for the matriculation examination, 1,094 passed. Of the successful candidates about two-thirds came from non-government schools, and it appears that the schools managed by natives are considerably on the increase. The majority of the 85 candidates who out of the 175 that presented themselves passed the B. A. examination were Brahmins.

An institution that promises to become an important adjunct to the educational forces at work for the revivification of the ancient people is the new high school for boys, established by the American missionaries of the Methodist Episcopal Church, at Ivy Park, Naini Tal, one of the Indian government sanitary stations. Rev. J. Walter Waugh, D. D., who was for several years principal of the Memorial School at Cawnpore, and who succeeded in placing that institution on a firm basis, was detailed to found this school at Naini Tal. He has laid broad foundations and under his management the school has opened with every indication of success.

Education in British Burmah.—Following is an abstract of the report on public instruction in British Burmah for the year 1880–'81.

The more important educational statistics for the whole province, with a population of 3,704,353, were as follows:

	1879–'80.	1880–'81.
Total number of government schools	48	48
Total number of scholars at school	2,176	2,777
Total number of aided and private schools	3,097	3,219
Total number of scholars at these schools	78,198	85,939
Proportion of school-going children to the whole population, per thousand	22	24
Number of boys who passed the matriculation or entrance examination of the Calcutta University, per thousand	7	6
Number of children who passed the provincial examinations by the—		
Middle school standard	(a)	49
Upper primary standard	(a)	157
Lower primary standard	(a)	207
Total expenditure on education, rupees *b*	410,067	413,079
Total expenditure on government schools, rupees	134,935	162,030
Total expenditure on results, grants, and other assistance to indigenous primary schools, rupees	25,126	23,410

a Examinations not instituted in the year 1879–'80. *b* 1 rupee = 39 cents

As compared with the figures for the preceding years, 8,261 more children are returned as attending school, the total expenditure for education has very slightly increased, the cost of government schools has largely increased, and a smaller sum than last year has been devoted to the encouragement and improvement of indigenous primary schools.

Nearly every Burman man or boy comes under instruction of some sort for a part of

his life at a kyoung, and it is partly by reason of the religious and secular teaching imparted at the kyoungs that these institutions have acquired and retain so strong a hold on the veneration of all Burmans. The education given at kyoungs is according to our ideas susceptible of improvement in breadth and in the manner of teaching. The results of the recent census will show whether or not in Burmah a larger proportion of the people can read and write than in other parts of India, but the volume of statistics issued by the government of India this year shows that a far larger proportion of the population go to school in Burmah than in any other part of India. This result is entirely due to the national system of monastic education. It is a drawback, inseparable indeed from the system, but still a drawback, that girls cannot be admitted to monastic schools. The circumstance that lay schools admit girls as well as boys probably contributes greatly to the success of these institutions; but orthodox Buddhists have been heard to deplore the growing popularity of lay schools, where "the law" and religion are rarely taught.

The following are the numbers of pupils to each 1,000 of the population: In Madras, 8.5; Bombay, 12.2; Bengal, 13.5; Northwest Provinces and Oudh, 5.1; Punjab, 5.7; Central Provinces, 7.8; British Burmah, 25.4; Assam, 8.8; Berar, 12.5; Ajmere, 7.8; Coorg, 14; average for all British India, 10.2.

JAPAN, absolute monarchy:[1] Area, 156,604 square miles; population, 34,338,479. Capital, Tokio; population, 811,510. Minister of education, Fukuoka Takachika.

The Japanese code of education.—The following is a summary of the Japanese code of education promulgated September 29, 1879, and revised December 28, 1880:

Educational affairs throughout the empire shall be under the control of the minister of education. The schools shall be elementary schools, middle schools, universities, normal schools, special schools, and other institutions of learning. All wards (in cities or towns) or villages shall severally or conjointly establish public elementary schools. A school committee shall be organized in each ward or village for the management of its school affairs, and this committee shall be elected by the people. The period of 8 years, from 6 to 14 years of age, shall be fixed as the school age of every child. Parents or guardians shall be responsible for the school attendance of their children. Where children have the means of receiving elementary instruction in any other way than by attending schools, such instruction shall be recognized to the extent that it is equivalent to that of the public schools. In any localities where the means are inadequate for establishing and maintaining schools, it shall be lawful to organize a system of itinerary instruction for teaching children. Public normal schools shall be established in each fu or ken. Teachers of either sex shall be over 18 years of age. Every school, public or private, shall be open to inspection by the officers sent out by the minister of education. Pupils of both sexes shall not be taught in the same room, except in the elementary classes. A school fee shall be charged or remitted according to the circumstances of the schools. No corporal punishments shall be inflicted on the pupils in the schools. Parents or guardians shall be permitted to attend any and all examinations that may be held in the schools.

University of Tokio.—The university embraces departments of law, science, and literature. All the courses in the departments of law, science, and literature extend through four years, and there are four corresponding grades of students. In the department of law the students all pursue the same course. In the department of science six courses have been established, and in the department of literature two courses.

The intention is ultimately to use the Japanese language in all the departments, but for the present instruction is given mainly in the English language. The student is also taught either the French or German language, but in the department of law he must study the French language.

The teaching staff consists of a president, a vice president, and 62 professors: 9 of law, 30 of science, and 23 of literature.

[1] For latest educational statistics, see the Report of the Commissioner of Education for 1879.

Number of students in 1880.—The total number of students was 205 in 1880, viz: 52 in the department of law, 110 in the department of science, and 43 in the department of literature. The number of graduates in the same year was 92, viz: 21 in law, 63 in science, and 8 in literature. During the year, 15 students were sent abroad at the expense of the government, viz: 10 to England, 4 to France, and 1 to Germany.

Students are admitted at the beginning of the academic year. Applicants for admission to the first year must be at least 16 years of age and have completed a course in the secondary schools.

The educational auxiliaries of the university include (1) the library, (2) the zoölogical cabinet, (3) the botanical cabinet, (4) the mineralogical cabinet, (5) the geological and paleontological cabinet, (6) the civil and mechanical engineering cabinet, (7) the mining and metallurgical cabinet, (8) the chemical technology cabinet, (9) the archæological cabinet, (10) the collection of scientific apparatus, (11) the laboratories, and (12) the botanical garden.

III.—Africa.

CAPE OF GOOD HOPE, British colony: Area, 347,655 square miles; population, 1,420,162.

The following is an abstract of the report of the superintendent of education for 1879–'80:

Under the education acts of 1865 and 1874 and supplementary regulations approved by both houses of Parliament, grants are authorized to be made in promoting the elementary school instruction of the children of all classes, without distinction of creed or color, and for the superior instruction in literature and science of those who wish to avail themselves of the higher public schools or colleges. General industrial training and special instruction in trade schools are provided for a certain number of native lads, and the practical domestic training of native girls is also encouraged. The system thus comprehends: (1) Colleges under the higher education act of 1874; (2) public schools, three grades, and district boarding schools among the farmers; (3) mission schools; (4) aborigines' day and trade schools. During the year 1879–'80 there have been in operation 5 colleges, with 309 pupils; 57 public schools of class 1, with 4,846 pupils, 105 of class 2, with 5,024 pupils, and 73 of class 3, with 2,781 pupils; 40 boarding schools for the agricultural and pastoral population, with 624 pupils; 368 mission schools, with 41,122 pupils; and 268 aborigines' schools, with 18,506 pupils. In addition to these institutions, there is the normal college with its model school in Cape Town, attended by 180 pupils. In the 918 institutions which have been in operation, 73,338 pupils have received instruction, elementary, superior, or industrial, during some portion of the year. The highest number of pupils on the rolls for a quarter was 54,134, the highest daily attendance for a quarter was 43,976, and the ordinary daily attendance was 36,718. The government expenditure for education in 1879–'80 was 79,648*l*.

In concluding, the superintendent recommends the appointment of a minister of public instruction and the abolition of the office of superintendent general of education.

EGYPT, a dependency of Turkey: Area, 1,406,250 square miles; population, 16,952,000. Capital, Cairo; population, 349,883.

For the latest educational statistics, see the Report of the Commissioner of Education for 1879.

NATAL, British colony: Area, 18,750 square miles; population, 325,512.

The schools under the supervision of the Natal council of education comprise high and primary schools. There are two of the former class situated at Pietermaritzburg and Durban. The primary schools are in general small. The model schools in the two towns before mentioned, however, each have about 400 pupils in attendance. As Natal offers fine opportunities in business it is difficult to induce boys to become teachers.

IV.—NORTH AMERICA AND SOUTH AMERICA.

DOMINION OF CANADA, British possession: Area, 3,483,952 square miles; population, 3,688,013. Capital, Ottawa; population, 21,545.

a. BRITISH COLUMBIA: Area, 213,000 square miles; population, 10,586. Capital, Victoria; population, 4,540. Superintendent of education, C. C. McKenzie.

According to the report of the superintendent of education for 1879–'80, British Columbia had, in that year, 2,462 pupils on the rolls, viz, 1,343 boys and 1,119 girls. The average daily attendance was 1,293. The number of pupils attending the high school was 82, viz, 51 boys and 31 girls. The total number of school-houses was 53, and the number of teachers 66. Cost of education for the year, $47,006.

b. NOVA SCOTIA: Area, 18,660 square miles; population, 387,800. Capital, Halifax; population, 29,582. Superintendent of education, David Allison.

The following is an abstract of the superintendent's report for 1880:

Number of school sections, 1,807; number of sections without schools, 469 in winter and 330 in summer; number of schools in operation, 1,687 in winter and 1,811 in summer; number of registered pupils, 73,978 in winter and 78,808 in summer; number of teachers and assistants, 1,757 in winter and 1,861 in summer. The total cost of public schools was $557,765.

c. ONTARIO: Area, 107,780 square miles; population, 1,620,851. Capital, Toronto; population, 46,092. Minister of education, Adam Crooks.

The following is an abstract of the minister's report for the year 1879:

The total receipts for all public school purposes for 1879 amounted to $3,226,730. The population of school age (5 to 16) was 494,424. The number of pupils between the ages of 5 and 16 years attending the schools was 467,845; number of children of other ages attending the schools, 19,167. The total number of pupils attending school was 487,012, viz, 259,056 boys and 227,956 girls. The number reported as not attending any school for four months during the year was 27,409. The average daily attendance was 219,442. In the 5,123 schools reported, 6,596 teachers have been employed, of whom 3,153 were males and 3,443 females. The highest salary paid to a teacher in a county is $900, the lowest $130; in a city, the highest $1,000, the lowest, $250. The total number of certificated teachers reported was 6,596.

Religious exercises.—The public schools act provides that "No person shall require any pupil in any public school to read or study from any religious book or to join in any exercise of devotion or religion objected to by his or her parents." Notwithstanding this provision of the act, the daily exercises were opened and closed with prayers in 4,477 of the 5,123 schools reported.

High schools.—The number of high schools was 104 in 1879 and the number of pupils 12,136, which shows an increase of 1,562 over the preceding year.

Expenditure.—The amount paid for the support of the public schools has been increased from $1,473,188 in 1867 to $2,833,084 in 1879.

The educational museum.—The educational museum forms a valuable part of the Ontario system of popular education. It consists of a collection of school apparatus for public and high schools. It also contains many objects of improved school appliances and architecture, as well as collections for promoting art, science, and literature.

d. PRINCE EDWARD ISLAND: Area, 2,173 square miles; population, 94,021. Capital, Charlottetown; population, 8,807. Chief superintendent of education, D. Montgomery.

For latest educational statistics, see the Report of the Commissioner of Education for 1879.

e. QUEBEC: Area, 190,355 square miles; population, 1,191,516. Capital, Quebec; population, 59,695. Superintendent of public instruction, Gédéon Ouimet.

The following is an abstract of the superintendent's report for 1879-'80:

In comparing the statistics for the last four school years the following is the result:

	1876-'77.	1877-'78.	Increase.	1878-'79.	Increase.	1879-'80.	Increase or decrease.
Municipalities	949	967	17	970	3	988	18 increase.
Districts	4,193	4,233	40	4,291	58	4,318	27 increase.
School-houses	3,826	3,945	119	3,948	3	4,013	65 increase.
Schools	4,115	4,209	94	4,282	73	4,310	28 increase.
Pupils	232,765	234,828	2,063	239,808	4,980	234,705	5,104 decrease.
Average attendance	178,621	180,294	1,673	183,740	3,446	180,315	3,425 decrease.

The pension act passed in 1879 has been very well received by the majority of the teachers. It gives all the members of the body of teachers good securities for the future.

f. NEW BRUNSWICK: Area, 27,322 square miles; population, 285,594. Capital, Fredericton. Chief superintendent of education, Dr. Theodore Rand.

The chief superintendent gives the following account of the condition of education in 1879-'80:

The number of schools was in the summer term 1,404, increase 59; the number of teachers and assistants 1,433, increase 47; the number of pupils in attendance 56,716, increase 1,338. In the winter term the number of schools was 1,283, decrease 22; the number of teachers and assistants 1,333, decrease 15; the number of pupils at school 50,308, decrease 3,435. One hundred and forty-eight students were in attendance on the normal department, increase 12.

JAMAICA, British Colony: Area, 6,400 square miles; population, 506,154. Capital, Kingston; population, 35,000. Inspector of schools, John A. Savage.

The following is an abstract of the Jamaica education report for 1869, 1879, and 1880:

	1869.	1879.	1880.
Schools inspected	286	646	681
Pupils on books	19,764	52,243	56,382
Pupils in average attendance	12,216	28,661	32,871
Percentage in average attendance of number on books	61.81	54.86	58.30
First class schools	1	64	70
Government grants, including building grants	£2,978	£18,477	£20,492

ARGENTINE CONFEDERATION, federal republic: Area, 515,700 square miles; population, 2,400,000. Capital, Buenos Ayres; population, 200,000.

The government contributes one-third of the sum required to support the schools of the provinces or districts. Primary education is obligatory in some of the provinces, but the local obstacles arising from the nature of the country and the sparseness of the population in some places render this not always practicable. For the training of teachers there are 5 male normal schools, with 300 students, and 3 female normal schools, with 175 students.

BRAZIL, constitutional empire: Area, 3,287,964 square miles; population, 9,448,233. Capital, Rio de Janeiro; population, 274,972.

For latest educational statistics, see the Report of the Commissioner of Education for 1875.

CHILI, republic: Area, 132,606 square miles; population, 2,068,447. Capital, Santiago; population, 129,807.

The following is an abstract of the report of the minister of public instruction for 1880:

The National University, located at Santiago, has 724 students, viz, 323 in the faculty of law and political sciences, 220 in the faculty of medicine, 32 in the faculty of physical and mathematical sciences, 68 students of pharmacy, and 81 of fine arts. The university library has 10,000 volumes.

The National Institute at Santiago (an establishment resembling a German Gymnasium) has 890 students, viz, 97 boarders and 793 day scholars. This shows a decrease of 232 students since 1879. The library of the National Institute contains a large number of valuable books on all subjects of study. Besides the National Institute, there are 15 other secondary schools, styled lyceums, with 1,880 pupils. They are located at Capiapo, with 204 pupils; Serena, with 261 pupils; San Felipe, with 217 pupils; Valparaiso, with 335 students; Rancagua, with 52 pupils; San Fernando, with 82 pupils; Curicó, with 85 pupils; Cauquenes, with 67 pupils; Chillan, with 142 pupils; Linares, with 45 pupils; Anjeles, with 91 pupils; Concepcion, with 227 pupils; Valdivia, with 46 pupils; Ancud, with 76 pupils; and Melipulli, with 50 pupils.

For special education there is an agricultural institute, of which the number of students is not reported, and a school of arts and trades, with 83 students.

The National Library has 58,697 volumes, which shows an increase of 16,697 volumes since 1872.

For primary education there are 1,175 schools, viz, 793 public and 382 private. The public schools have 51,545 pupils, viz, 23,121 boys and 28,424 girls. The private schools have in all 14,044 pupils, of whom 977 are boarders and 13,067 day scholars. The total number of pupils in public and private primary schools is, therefore, 65,589.

For the training of teachers there is a normal school, with 110 pupils.

The total expenditure for educational purposes was $460,587 in 1880, against $780,418 in 1878.

V.—AUSTRALASIA.

NEW SOUTH WALES, British colony: Area, 323,437 square miles; population, 699,743. Capital, Sidney; population, 187,381.

The following is an abstract of the report of the minister of public instruction in New South Wales for the year 1880:

The public instruction act received the royal assent on April 16, 1880, and in accordance with the provisions contained in section 40 came into operation on May 1 following. One of the most important clauses of that measure provided for the dissolution of the council of education (which, since the passage of the public schools act of 1866, had been charged with the duty of administering the system of primary instruction as established in the colony by law) and for the transfer to a minister of public instruction of all the powers and authorities hitherto exercised by that body. In pursuance of these provisions, Hon. John Robertson was appointed minister of public instruction by the governor and executive council on the 1st of May, 1880, and the necessary steps were taken to establish a ministerial department under his control. The council of education retired from office on April 30, and handed over to the minister 1,265 schools of all classes, which, as shown by the returns for the quarter ending March 31, 1880, were attended in the aggregate by 101,534 pupils.

General statistics.—The schools and pupils above mentioned were classified as follows:

	Number.	Pupils.
Public schools	705	68, 823
Provisional schools	313	8, 312
Half time schools	97	1, 683
Denominational schools	150	22, 716
Totals	1, 265	101, 534

At the end of the year the number of schools in operation and the number of pupils in attendance were the following:

	Number.	Pupils.
Public schools	872	84, 045
Provisional schools	218	5, 177
Half time schools	98	1, 695
Evening public schools	24	695
Denominational schools	145	23, 199
Totals	1, 357	114, 811

From this statement it will appear that during eight months the number of schools in operation was raised from 1,265 to 1,357, a net increase of 92. Provisional schools diminished and public schools increased considerably in number (95), and denominational schools exhibit a slight decline (5).

It may further be seen that the number of pupils enrolled rose from 101,534 to 114,811, the increase being 13,277, or slightly above 13 per cent. But for the general prevalence of epidemics among children during the latter portion of the year, the enrolment of pupils would doubtless have been considerably higher; and, in fact, during the quarter ending September 30, the number of pupils enrolled amounted to 115,071. The causes which led to the increased attendance were principally the reduction in the rate of school fee from an average of 6*d.* to 3*d.* weekly and the belief that the provisions of the act rendering attendance at school obligatory would at once be put in force. The moral effect of the law has, so far, proved to be in a very high degree beneficial.

The total expenditure for the eight months during which the new act was in force was 274,639*l.* 9*s.* 7*d.*, the principal items being those enumerated below:

	£.	s.	d.
General management	6, 621	1	1
Inspection	10, 634	6	5
Training of teachers	3, 458	17	4
Public schools:			
Buildings	64, 490	10	11
Salaries	131, 615	5	1
Sundries	4, 895	0	4
	201, 000	16	4
Provisional schools:			
Salaries	12, 424	2	10
Sundries	943	3	5
	13, 367	6	3

	£.	s.	d.
Half time schools:			
Salaries	4,117	1	7
Sundries	435	9	1
	4,552	10	8
Denominational schools:			
Salaries	33,554	12	0
Sundries	1,376	8	11
	34,931	0	11
Evening public schools:			
Salaries	70	6	9
Sundries	3	3	10
	73	10	7

A balance of the appropriation, amounting to 6,226*l.* 15*s.* 10*d.*, had not been expended at the close of the year.

QUEENSLAND, British colony: Area, 678,600 square miles; population, 210,510. Capital, Brisbane; population, 32,012. Secretary for public instruction, A. H. Palmer.

At the beginning of 1879 there were 290 schools in operation and at the beginning of 1880 there were 317, an increase of 27. At the end of 1880 there were 338 schools in operation, 24 more than at the end of 1879. The number of teachers employed was 975 in 1880, against 924 in 1879. The annual enrolment was 43,305—1,925 more than in 1879—and the average daily attendance was 23,818; increase, 2,400.

TASMANIA, British colony: Area, 26,215 square miles; population, 109,947. Capital, Hobart Town; population, 19,092. Chairman of the board of education, Henry Butler.

During the year 1880 there were 171 schools in operation. The total number of different children on the rolls for the year was 12,286. The average number on the rolls from month to month was 8,352 and the average attendance 6,002. The total expenditure for public schools amounted to 16,512*l.*

VICTORIA, British colony: Area, 88,198 square miles; population, 879,442. Capital, Melbourne; population, 256,477. Minister of public instruction, W. Collard Smith.

The following is an abstract of the minister's report for the year 1879–'80: The number of day schools in operation in December, 1879, was 1,533 and the number of night schools 180. The total number of children enrolled was 227,775, viz, 119,237 boys and 108,538 girls, and the number of children in average attendance during the year was 119,259, viz, 62,466 boys and 56,793 girls. Victoria has 94 penny savings banks in connection with schools. The number of depositors is 13,458 and the total amount deposited 3,131*l.*

INDUSTRIAL EDUCATION.

The discussion of industrial education antedates the present decade. The arguments advanced in favor of public appropriations for this purpose have not materially changed, but they are employed with greater discrimination as the conditions which give rise to them are more carefully analyzed. The conditions are, in brief, (1) the disappearance of apprenticeship; (2) the increase through the growth of cities of the struggling poor, whose family life does not afford opportunity for training their children in the habits or arts of industry, and of the pauper and vagrant classes; (3) the industrial necessities of the freedmen of the South; (4) the multiplication of what have been termed "industrial fine arts—those industries in which the superiority of the product consists in the excellence of its model or pattern, the taste of its design, or the beauty of its colors."

These conditions have caused the adoption of various educational expedients, which are intended to make up existing deficiencies, to supply industrial training suitable to

the capacity of the pupils, and to furnish a gradually increasing quantity of labor trained for the uses of the community. Some of these efforts have been personal and private; others have been undertaken by the governments of States and cities in more or less close connection with their systems of public education, and still others for special and higher art training by universities, museums, and other agencies.[1] The healthy self activity of our people is thus manifest in the various methods adopted to attain the several objects desired.

INSTRUCTION IN DRAWING.

In 1870 the legislature of Massachusetts enacted that "any city or town having more than ten thousand inhabitants shall annually make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age either in day or evening schools under the direction of the school committee." The progress under this law has been noticed in my reports. The results are thus briefly summed up by Walter Smith, State director of art, in his annual report for 1880:

It has taken several years of time and much observation to gradually unfold and develop the scheme of industrial art education for the schools of all grades which is now in operation in Massachusetts. Its application is practical, though not yet general, in all parts of the State; for local option and opinion control education in this as in other subjects. But the public opinion concerning drawing has much changed during the past decade, and the subject is both better understood and more generally taught now than it has ever been before.

The chain of separate links, showing the work from the lowest class in the primary schools to the highest graduating class in the Normal Art School, is now complete, and in this report it may be seen in its connection and completeness, at once a record and a chart. The agencies at work to carry out this plan are as follows: (1) The Normal Art School, for training special instructors; (2) the normal schools and the normal classes in cities and towns, for the instruction of regular teachers; (3) the free evening drawing schools, for the instruction of mechanics and of teachers; (4) the public day schools, for instruction of children. The steady working of these agencies, each having its distinct stage of the work, though closely related to the rest by being a link in the same chain and having a common purpose with them, must in time affect the education of every person in the State. Indeed, this time is rapidly approaching. Industrial taste has been elevated during recent years to an extent that is both astonishing in some directions and observable on all sides; and no other influence could have been powerful enough to accomplish this, even if it had initiated the improvement, unassisted by the cultivation of taste in the public schools. The same results have followed the employment of similar agencies in other countries; and the success which our scheme of instruction has already attained has already attracted the attention and been recognized by the most competent authorities in other lands.

The State of New York by the act of 1875 required that industrial and free hand drawing should be included in the courses of the normal schools and in some depart-

[1] In an address in behalf of the trustees at the annual commencement of the Worcester Free Institute of Industrial Science, July 10, 1878, Hon. George S. Boutwell said:

Important inventions have been made by persons not carefully educated in the technics of the art to which the inventions related, but I am not aware that any valuable contribution has been made in this department by any one who could be placed properly in the uneducated class. But, however this may be, there can be no doubt that careful general and technical training is a most important if not an absolutely necessary preparation for progress in any art or pursuit. England, France, Germany, and Austria have entered systematically upon the work of furnishing technical education to large numbers of young men.

This education includes scientific and practical training, and in what I say in favor of similar training in America I include the practical as well as the scientific. In Austria there are one hundred technical schools; in Germany, three hundred. In England there are fine art schools, with an average of one hundred and ninety pupils for every million inhabitants, and in France there are nearly four thousand "science classes," with more than forty thousand pupils.

The means of education with us are (1) the public schools now existing and (2) schools in which technical scientific instruction shall be given.

The public schools, including high schools, are adapted to furnish an education which may well form the basis of a technical training in the practical sciences. They have contributed essentially to the development of the inventive and organizing faculties of our countrymen, and to those schools we are indebted largely for the achievements already made. In this respect we have laid a foundation for further attainments and progress such as does not exist in England or France. On this foundation, and at a comparatively small cost, we can erect a system of schools for technical training possessing advantages better than are possible in any other country, if, perhaps, Germany be excepted. The schools for technical training should be established first in the manufacturing cities and principal towns, and the school in each with propriety might be designed to promote local interests and to advance the trades and branches of industry with which the citizens and laborers are best acquainted.

ment of each city school. The State of Vermont in 1876 added free hand drawing to the studies required in its public schools. The committee appointed in 1877 to revise the course of study for the public schools of Philadelphia included drawing in the programme for all grades, beginning with the primary. The course has been adopted and carried into operation. In 1879 a special art instructor, a proficient in the system employed in the public schools of Boston, was engaged to instruct teachers of all grades in the elements of drawing, design, and decoration.

The extent to which drawing has been introduced as a branch of public school instruction in other cities and towns may be ascertained by examining the details of Table II, statistics of city school systems, in the appendix to this report, as well as the various allusions to the subject in the abstracts of educational reports of the several States and Territories. Institutions for special training in industrial and high art are enumerated in Table XXIII of the appendix. This table has been prepared with great care, to accompany the Special Report on Drawing and Art Education in the United States.[1]

The progress made in producing and improving objects of art and beauty by American artists and artisans since the Centennial Exhibition of 1876 is manifest on every hand and in every household. Indeed, the importance of preserving and increasing the means of the best culture in art, not only for its own sake but on account of its undoubted bearing upon the quality of manufactures and the harmonious and happy pursuit of other labor, is becoming more generally appreciated, and the legislator and political economist, as well as the manufacturer and the artist, are forced to take cognizance of the new and increasing demand made by the public that instruction in the schools shall be modified and enlarged in the direction of preparation for practical affairs.

HANDICRAFT IN SCHOOLS.

The report of an experiment in industrial education at Gloucester, Mass., gives information of the efforts made there to combine manual training with the ordinary instruction of the common schools. The money for this experiment was placed at the disposal of the school committee of Gloucester in 1878 by Miss Marian Hovey, one of the trustees of the estate of George O. Hovey.

A shop was fitted up with benches to accommodate twelve workmen, and, in addition to the vise and bench hub, the following set of tools was furnished for every member of the class: a rule, try square, hammer, jack plane, jointer, smoothing plane, bit stock, bit, mortise gauge, mallet, one-half inch mortising chisel, one and one-quarter inch paring chisel, chalk reel, panel saw, screw driver, brad awl, oil can, oil stone, bench hook.

The plan of instruction provides for forty lessons each school year, which are given in the afternoon sessions four days of the week. Eight classes, numbering 96 pupils,

[1] This report, the preparation of which was referred to in the annual reports for 1875 and 1876, has been carefully brought down to the present time, with such additions as the development of the several elder institutions and the founding of new ones have made necessary, and is still waiting an appropriation which will enable it to be sent to the printer. The present statistics of the art training schools and classes are brought down to August 1, 1880

This Office regrets its inability to print the material of this and other special circulars and reports of great interest to educators, which have been in careful preparation, but which have been kept from publication for lack of sufficient appropriation for printing.

The Special Report on Drawing and Art Education is still in charge of I. Edwards Clarke, A. M. It will be kept in hand, and the statistical tables and the text will be brought down as closely as possible to the date of going to press. The report aims to include a full and authentic history of all the public art museums, collections, and academies from their foundation, a general view of the development of art education in the United States, a careful showing of the industrial applications of art, with especial reference to its economic value to a country, and a statement of what foreign countries have done and are doing in the way of encouraging and developing industrial art training.

The possibility of teaching the elements of drawing in every public school is shown, and the importance of this training as a means of fitting pupils for the duties of practical life is illustrated in many ways. Although this report is not yet in print, the extensive and continuous correspondence undertaken in connection with its preparation has not been without influence upon the development of the art educational movement in its many relations.

have received instruction during the present year; 6 girls were permitted to join one of the classes in 1878; there are now two full classes of girls and one class composed of both sexes. The work of the girls is said to be fully equal to that of the boys. The following approximate estimate of the expense of such education is from the special report of L. H. Marvel, superintendent of the Gloucester schools:

A room similar to the one at Gloucester can be fitted up for a carpentry class at an expense not exceeding $500. In such a shop, thoroughly and completely equipped for the purpose, one teacher can instruct four classes each day, twenty classes each (school) week, and do his work efficiently. Sixteen members may be permitted to attend each class without detriment to the progress of individual pupils. Allowing forty weeks for the academic year and making the salary of the teacher $20 per week, the annual cost of instruction would be $800. The expense of stock would not exceed 50 cents per annum for each pupil. Upon this basis the per capita expense of instructing 320 pupils would be about $3 a year. Probably the cost of instruction in forging, filing, &c., would be greater—just how much there are now no reliable data for determining.

In 1879 the subject of industrial education was brought before the city council of Boston by an intelligent and influential body of petitioners. The matter was referred to the school committee, who appointed a select committee to consider and report upon it. Their report adopted in the main the plan proposed by the petitioners, which was that a free industrial institute should be established, "consisting of a developing school and school shops, to be supported by the city, at least in part, and permanently ingrafted on our school system." The proposition, however, was defeated in the city council.

The course thus far taken by the States actively interested in the subject of industrial training agrees with the opinion expressed by Charles O. Thompson, PH. D., principal of the Worcester Free Institute, in an address before the Massachusetts State Teachers' Association held at Boston, December 29, 1879:

We reach the conclusion, then, that the union of handicraft and school must be committed to special schools of technology, founded by private munificence and directed by permanent boards of management.

Sound philosophy and the fixed policy of at least all the New England States demand that grants of money from the public treasury in aid of all institutions for special education—schools of theology, law, medicine, and technology, as well as colleges—should be based upon two conditions: (1) That the class of men mainly interested should prove their own faith in the enterprise by securing its foundation, and (2) that the institution should demonstrate its value by some recognized and assured success. Every municipality ought to insist upon these conditions before listening to any appeals; for the expense of maintaining a thoroughly administered school of technology is very great, and the conservative restraint of personal risk is absolutely indispensable in preventing wasteful outlay of money. The advantage to the State of schools of technology, though indirect, warrants a prudent grant in aid, to confirm and broaden and secure the results of private munificence.

A manual training school was established in 1879 as a separate and independent department of Washington University, St. Louis, Mo., and opened for the admission of pupils September 6, 1880. Candidates for admission must be fourteen years of age and must pass an examination in the elementary English branches. The course of instruction covers three years, and the school time of the pupils is about equally divided between mental and manual exercises. The former comprise the following branches: mathematics, physical geography, English language and literature, history, practical ethics, and political economy. Special attention is paid to both free hand and mechanical drawing. The manual training involves the use of the hand tools and the typical machine tools. The shops are four in number, viz: a carpenter shop, pattern shop, blacksmith shop, and machine shop. The programme arranges for two hours' shop work and one hour of drawing, daily, for each division.

Before receiving a diploma of the school, each student must execute a project satisfactory to the faculty of the polytechnic school. The project consists of the actual construction of a machine. The finished machine must be accompanied by a full set of the working drawings according to which the machine is made and the patterns used for the castings. Both drawings and the patterns must be the work of the stu-

dent. The project remains the property of the school. The diploma entitles the holder to enter the sophomore class of the polytechnic school of the university without further examination.

Excellent results have attended the various efforts for training girls in household industries.

SEWING IN PUBLIC SCHOOLS.

The special report of the committee on sewing in the Boston grammar schools states that the work has been going on satisfactorily during the year and that public interest in the exhibitions of the work increases. The total of pieces accomplished during the year is 70,948. Statements of similar instruction in other cities will be found in the abstracts following.

SCHOOLS OF HOUSEHOLD ECONOMY.

The establishment of cookery schools and of schools for instruction in other branches of domestic industry is a feature of the decade which was set forth in detail in Circular of Information No. 4, 1879. The support which these schools receive where they seek the patronage of the wealthier classes and the appreciation which they excite where they assume the character of benevolent enterprises for the benefit of the dependent classes indicate that they meet a general demand.

Peculiar interest attaches to the conduct of kitchen gardens, i. e., schools for instructing children in domestic industries according to the system invented by Miss Emily Huntington. Young girls in danger of becoming vagrants are gathered in classes, and by a course of training adapted to interest as well as to instruct they are prepared for domestic service. The need of these schools is apparent when we consider that such children have no other means of becoming familiar with the most ordinary appliances of a well ordered household.[1]

The various endeavors which have been made in the direction of industrial education prove the possibility of giving the training to a number of young persons simultaneously—in other words, of economizing time and material by means of class organization—but it seems impossible that such instruction should be maintained upon a scale large enough to meet the needs of the poorer classes in our cities or of the freedmen of the South without public appropriations. The land act of 1862 endowed institutions which to some extent make provision for industrial education; but, so far from supplying the elementary training which is the subject of the present consideration, they rather make the need of such training more apparent.

POPULAR SCIENCE TEACHING.

There are a number of organizations in the larger cities which maintain courses of lectures designed to promote scientific knowledge among artisans. Such are the Lowell Institute, Boston, Mass.; the Cooper Union for the Advancement of Science and Art, New York City; Franklin Institute and the Wagner Free Institute of Science, Philadelphia; and the Maryland Institute for the Promotion of Mechanic Arts, Baltimore.

In addition to its free lectures, the Cooper Union maintains two classes of schools, viz, the evening schools of science and art and the art school for women, as fully described in my report for 1879. From the report for the year ending May 29, 1880, it appears that the year's expenses were $44,573. The day and evening schools have been open eight months, affording instruction in the rudiments of science and art to pupils as follows: Free art school for women, 250; free school for women in wood engraving, 43; free school of telegraphy for woman, 50; free night school of science, 1,362; free night school of art, 1,656. All the classes are in charge of able instructors. With reference to a special feature of the schools the report says:

It is worthy of note that the purpose of giving such instruction in practical art and applied science as will put an independent employment in the hands of every student is in many instances commenced while the pupil is still under instruction in

[1] For notices of individual schools, see Training in Household Industries, under the heading Special Instruction, in the abstracts.

the institution. This is especially the case in the Art School for Women. The amount reported as earned for themselves by pupils in the different departments of the Woman's Art School this year is $12,740.

The Maryland Institute for the Promotion of Mechanic Arts, since its reorganization, has taken the lead in the advancement of drawing as a branch of popular education in the State of Maryland. During the present year it has afforded instruction in drawing to 358 pupils: 233 in the night school and 125 in the day school. A committee, appointed by the managers of the institute, addressed a memorial to the general assembly of Maryland, at the last session of that body, to invite its attention to the policy of adopting—

(1) Preliminary measures to establish a systematic course of free hand and mechanical drawing in the public schools of the State, by granting to the Maryland Institute an annual appropriation to train and educate art teachers for said schools, and (2) to grant said institute an appropriation for the purpose of organizing and establishing an art industrial museum in connection with its schools of art and design.

The memorialists submitted the following proposition:

That the Maryland Institute will (in consideration of the payment of the annual sum of $10,000) receive annually in its schools of art and design twenty-five pupils selected by the State board of education, and will train and educate them to become teachers in the public schools of the State.

EVENING SCHOOLS.

It may be said that evening schools have become a permanent feature of city school systems. It is true that they are not maintained in all even of the principal cities, and in some cities in which they have been established they are regarded as of doubtful advantage; but a careful study of their history for successive years warrants the conclusion that where they have failed of good results they have been poorly conducted or not adapted to local conditions.

Where primary schools are efficient and have maintained for a number of years a high percentage of average attendance evening primary schools are not so much in demand as those of advanced grade. Cities having large foreign population must, however, be excepted from this statement. In communities distinguished alike for intelligence and business enterprise evening high schools are especially appreciated, the most promising artisans and clerks looking to them for the means of continuing their studies. Efforts are in progress in a number of cities to extend the province of the evening high schools and to adapt their courses of study and training to the wants of special classes of pupils.

The following extracts from several reports will serve to indicate the drift of discussion respecting evening schools and their general character and operation.

Boston (Mass.) High School.—This school opened two weeks later than the time fixed by the regulations. A thoroughly radical change was here attempted:

(1) Examination for admission was required this year for the first time. Examinations are dreaded by all, both old and young. In the case of this school, where a large number of the applicants are adults, a peculiar terror seized them in many instances and they staid away.

The examination was by no means difficult. By most of the applicants it was easily passed, and but few were rejected. It consisted of reasonable questions, and was intended to make the school serve those for whom it was designed. It was confined to reading, writing, arithmetic, and geography. We believe, under the circumstances, that it should be continued, but with proper judgment and care, and in such a manner as not to deter any one from attending whose only fault is lack of opportunity in youth. Should it hinder such from attending, better it would be to entirely discontinue it. We therefore approve, with some reservation, feeling that it is very possible that a good intention is often spoiled in the execution. It requires great care and discretion on the part of the examiner. In all cases, especially in adults, rust should be carefully distinguished from ignorance.

(2) The elimination from the branches taught of the foreign languages, history, physiology, English literature, and elocution.

Under the new rules the branches allowed to be taught were confined to commercial arithmetic, penmanship, book-keeping, English composition, algebra, and geom-

etry in an elementary form (and, under certain conditions, in advanced form). It will be readily seen that this action had in reality taken away the grade distinction of an advanced or high school. None saw this quicker than those who sought its benefits. They came, but found algebra and geometry were all that remained of a high school. No account was kept of the number of applicants for admission who would not remain under these circumstances, and such account, if required, would have been but imperfect. We know from consultation with the principal that it was numbered by the hundreds. The result was that the average attendance for the first month was 213; second month, 157; while for the corresponding months of the previous year the average attendance was 510 and 376, respectively.

There was nothing left to the committee to do but to await the time when they would be obliged to close the doors for want of pupils or take some vigorous action which should look to the continuance of the school.

A personal knowledge of the pupils and a firm belief that they were in most cases able to judge for themselves had long before convinced the committee of the error made by the change in the course of study. While our liberality in higher education had tended most generously in treating with other pupils of advanced grade, the action here was towards restricted conservatism. To the committee it seemed bordering strongly on injustice. An order was therefore introduced, which passed without a dissenting voice, replacing the languages and hygiene on the authorized list of branches taught. A marked change was noted in the general character of the school. Especially in the classics and modern languages an element was added which was decidedly beneficial. Many of these pupils were persons of refinement and culture, and their presence was felt by those who came in contact with them.

With reference to elementary schools the committee says:

Two subjects at least require constant attention and prompt action:

(1) Ready acknowledgment of all excellence in acquirement attained and deportment evinced by the pupils; also, untiring attention to place the schools in good, orderly condition, removing all disturbing influences firmly and promptly.

(2) It should be constantly in the minds of instructors that quality, not increased attendance, is the standard by which results are to be determined in any educational institution; most decidedly so in elementary evening schools.

The regulations specify that there shall be fifteen pupils under the care of each teacher. It has been very difficult to enforce this regulation, for the reason that the tables which have been provided accommodated not more than ten or twelve pupils, and the result was great inconvenience to teachers and pupils. It is thought that as these schools are to be accommodated in the day school buildings the difficulty as to classification will be removed. Your committee call the attention of the board to the necessity of furnishing proper facilities for the safe keeping of books and material used in the evening schools.

Cambridge, Mass.—Last year the evening schools, with the exception of the one in ward three, were not opened on account of the lack of interest in them which formerly existed. They have not been opened this year for the same reason. But the chairman of the committee on evening schools, who had special charge of the one in ward three last winter, says:

There can be no doubt of the benefit of such schools. My experience has been that the men especially take great interest in the work of the school, attend regularly, and make considerable progress. A certain class of boys or young men, obliged by circumstances to leave school young, attend evening schools, and do so, I believe, with an honest purpose to make the best possible use of such opportunities as it affords. * * * If close supervision is exercised over the evening schools and their work, I am confident that under the management of competent and interested teachers they will secure in the popular esteem that degree of favor to which the nature of their good works is entitled.

The evening drawing schools were continued for the autumn and winter of 1879–'80 under the instruction of Messrs. E. Rose and G. E. Woodman, as during the previous year, with marked success. The character of the work merits high commendation. The attendance was as follows: Mechanical class—whole number, 70; average attendance, 35. Class in free hand drawing—whole number, 80; average attendance, 36.

Worcester, Mass.—In this city the evening schools took the place of the apprentice schools. These apprentice schools were opened for the benefit of young men who had been indentured, and on the condition that they be sent to school a certain part of each year. In the course of time the apprentice system fell into disuse. There are, however, many young men and women of little or no education who need to study,

and many of whom are glad to spend the winter evenings in this way. A part of them have moved into the State, and have not, therefore, had the privilege of the day school; others have left school at a very early age, and before the law for compulsory attendance was so strict or so well executed as now. Besides these — for whom the evening schools were established — there is a class of lawless idlers who flock into these schools without advantage to themselves and to the injury of the schools and of those who really wish to learn. This last class have made trouble in the schools; they are found also in Boston and other cities. In order to meet this difficulty and conquer it, the committee on evening schools issued the following circular, which both states the case for those intending to be pupils and serves as a ticket of admission to the schools and a receipt for the deposit made:

The evening schools have cost the city more than $2,000 each winter the past few years. They are kept for the benefit of persons over fifteen years old who have not had a good chance to go to school when young; but a great many boys and girls who do not care to learn have flocked in. They have taken up the time of the teachers and of the scholars who try to learn, and they have dropped out as soon as they found they could not go to school for fun. Others have begun to go to school and have fallen out as soon as good skating or some other amusement comes along.

In order to protect those who give their time and really wish to learn and to save the cost of keeping school without profit to the scholars, the committee now require a deposit of $1 from each pupil when he receives his ticket of admission. If he is studious and orderly and is not absent except when he is absolutely obliged to be, the money will be refunded at the end of about one month, or December 24. He can then renew his certificate for another month. The school will, therefore, cost nothing to those pupils who go regularly and make a business of it. Those who go once in a while for amusement will lose the money deposited, and thus pay the city part of the cost incurred on their account.

On the above terms this admits —— ——, No. —— —— street, to the —— Street Evening School till December 24, 1880, unless he is sooner dismissed for misconduct. He has made the deposit of $1.

WORCESTER, *November*, 1880.

"—— ——, *Supt. of Schools.*

December 24, 1880. This ticket is renewed till ——, 188–. This ticket is renewed till ——, 188–.

On the first evening the attendance in each of the schools opened was as large as the average of last year; the number steadily increased, and there was not the least disorder or disturbance. The school has gone on from the first as well as it used to by the old plan after three or four weeks of irregularity. With scarcely an exception, the pupils have taken hold with a will and shown a disposition to improve their opportunities. The plan has eliminated all the idle and indifferent. In very few cases has the deposit been forfeited. It seems from the experience thus far that the difficulty solves itself, and with no hardship to any one.

With reference to evening drawing schools Mr. Marble, the city superintendent, says:

The classes are five in number: beginners and advanced class in free hand drawing and beginners and two advanced classes in instrumental drawing. The pupils of the advanced classes are largely from the classes of previous years; the interest is steady and continuous and the progress of the classes as a whole is very satisfactory. The advanced class has had lessons in perspective and in drawing from life.

Paterson, N. J.—Superintendent Rogers, referring to evening schools in his report for 1880, says:

From information obtained from the several principals, in addition to their monthly reports, the general conclusion reached in regard to these schools is that the results attained are by no means commensurate with the labor and money expended upon them. While some of the causes of this want of adequate success seem to baffle investigation, others are quite apparent. The principal one is, undoubtedly, irregular attendance, as will be seen by referring to the tabulated statement.

The blame of this most discouraging feature must rest almost entirely upon the pupils and parents. If there have been other causes of failure, they were not in the plan of organization. Teachers of varied and successful experience were employed, well lighted and comfortable rooms were furnished, everything essential in the way of materials was supplied; in fact, everything that experience or foresight could suggest was done to make these schools successful; yet the result is by no means what was expected.

We turn with pleasure to the evening high school. The work in drawing performed this year has well borne out the promise of the previous one, and the interest in this very useful branch of education is increasing.

With reference to the evening high school, William L. Bamber, president of the board, also says:

The evening high school is an established feature in this city. The great advancement and proficiency made by the pupils attending this school since its organization have exceeded the most sanguine expectations, and it is not necessary to again call the attention of the board of education to give this school the proper support and encouragement that it demands, as the school speaks well for itself without further comment.

New York City.—In speaking of the evening high school, Mr. Walker, president of the board of education, says:

The school opens every year on the first Monday evening in October and continues for one hundred and twenty nights, exclusive of all holidays. This institution furnishes instruction to a very large class of young and middle aged men who desire and need a knowledge of the more advanced studies. The students come from all parts of the city and represent almost every trade, profession, and calling. A very large majority of them devote their time to some study which will be of practical use to them in their business, many of them having learned in the hard school of business experience to know their wants.

* * * * * * *

The average attendance [for the session of 1880] was 1,054. The average age of the students was twenty years, the oldest being fifty and the youngest fourteen. There were seventy-six students who were present every evening during the term.

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Students who make satisfactory improvements in study and who are not absent more than fifteen nights are entitled to certificates, and those who receive three annual certificates are entitled to diplomas. Four hundred and fifty certificates and forty-five diplomas were awarded at the close of the term.

Detroit, Mich.—The report for 1880 states that the results of the evening schools have fully justified their establishment. Many boys and young men whose circumstances prevented their attendance on the day schools have attended year after year and made excellent progress in securing the advantages of a good English education. Hereafter special and ample provision should be made for them, it is urged, in the yearly estimates of the board, and they should be regarded as a well established part of the educational system.

San Francisco, Cal.—A glance at the tabulated reports, Superintendent Taylor says, will show that hundreds of young men and women who are occupied in various vocations during the day resort regularly to these classes, and strive earnestly to obtain knowledge which will increase their working power and will help to elevate them in the world.

Speaking of the introduction of Spanish he adds:

The establishment of classes for the teaching of the Spanish language in the evening classes seems cordially to have met the public approval. The comparatively small expenditure involved will be returned to the city in the near future a thousand fold. The great interest which has arisen with regard to our commercial relations with Mexico and the other Spanish-American republics, the increasing facilities of travel and transportation in that direction, the growing feeling in Mexico in favor of more extended intercourse with the United States, all warrant the hope and expectation that in a few years our city will control a much larger proportion of the trade with these republics than is now apportioned to the whole United States.

Further particulars with reference to the number and location of evening schools will be found under City School Systems in the abstracts.

UNITED STATES ARMY POST SCHOOLS.

In 1866 General Garfield proposed a new section to the Army bill, then pending, as follows:

And be it further enacted, That whenever troops are serving at any post, garrison, or permanent camp, there shall be established a school, where all enlisted men may be

provided with instruction in the common English branches of education, and especially in the history of the United States; and the Secretary of War is authorized and directed to detail such commissioned and non-commissioned officers as may be necessary to carry out the provisions of this section.

In the speech by which he supported this proposition General Garfield dwelt upon the evil effects of the idleness in which soldiers pass the time spent in camps and at posts and garrisons and expressed the conviction that the pursuit of knowledge and the interests to which it leads would prove the most effectual remedy. The proposed section was added to the bill, and became a law July 28, 1866, forming the substance of section 1231 of the Revised Statutes.

Action in accordance with this law was postponed until 1877, when, by order of the Secretary of War, a board of officers, consisting of the Quartermaster General, the Adjutant General, and the Judge Advocate General, was convened to devise some plan for carrying out its provisions. Their report was approved by the Secretary, and announced to the Army in General Orders No. 24, issued from the Adjutant General's Office May 18, 1878.

The following is the report of the work up to date, as furnished by the honorable Secretary of War through your office:

HEADQUARTERS ARMY OF THE UNITED STATES,
Washington, D. C., November 4, 1880.

SIR: * * * In compliance with General Orders No. 24, Headquarters of the Army, Adjutant General's Office, Washington, May 18, 1878, immediate measures were taken at nearly all the permanent military posts toward the establishment of schools for the purpose of promoting the intelligence of the enlisted men and of affording education to the children of officers, enlisted men, and civilians at the remote frontier posts, where facilities in that direction had not been provided. Requisitions for the construction of suitable buildings for chapel, school, and library were at once forwarded by post commanders and approved by the War Department whenever funds for the purpose were available.

Since the promulgation of General Orders No. 24 of 1878, the construction of buildings for school and religious purposes was authorized by the honorable Secretary of War as follows:

Posts.	Designation.	Estimated cost.
Little Rock, Ark	Reading room	$1,000 00
Fort Wingate, N. Mex	Reading room, &c	572 00
Fort Monroe, Va	School room	3,000 00
Fort Walla Walla, Wash	School-house	300 00
Fort Washakie, Wyo	School room	2,440 00
Fort Bayard, N. Mex	Reading room, &c	707 00
Fort Townsend, Wash	School room, &c	983 00
Fort Keogh, Mont	School room, &c	548 00
Fort McHenry, Md	Reading room, &c	1,350 00
Fort Grant, Ariz	Reading room, &c	1,500 00
Fort Meade, Dak	Reading room, &c	958 00
Fort Mackinac, Mich	Reading room, &c	1,200 00
Fort Brady, Mich	School-house	1,000 00
Fort Reno, Ind. Ter	School room, &c	775 00
Fort Preble, Me	School-house, &c	1,546 00
Fort Hall, Idaho	School-house, &c	1,000 00
Presidio, Cal	School-house	1,589 00
Fort Bowie, Ariz	School-house, &c	977 00
Fort Verde, Ariz	School-house, &c	1,500 00
Camp Huachuca, Ariz	School-house	236 00
Fort Elliott, Tex	School room, &c	1,090 00
Fort Brown, Tex	School room and library	1,500 00
Fort Boisé, Idaho	School room and library	1,355 00
Fort Marcy, N. Mex	School-house	800 00
Fort Cœur d'Alêne, Idaho	Chapel, school, and library	1,500 00
Fort Halleck, Nev	School, reading room, and library	404 84
Fort Sisseton, Dak	School-house	375 00
Fort Custer, Mont	Chapel and reading room	1,179 00
Fort Supply, Ind. Ter	Chapel, school, and reading room	2,323 00

Great difficulty has been experienced in the selection of enlisted men suitable to perform duty as teachers, and at numerous posts schools could not be established, and, if so, were discontinued on account of having no men available to teach. Enlisted

men detailed as teachers receive 35 cents per diem extra pay. They are subject to military discipline as other soldiers, and are liable to be called upon to perform active service at any time. Normal schools for the preparation as teachers of enlisted men possessing the inclination and necessary qualifications to become such are in operation at Columbus Barracks, Ohio, and David's Island, N. Y., depots of the general recruiting service. Men selected for teachers in the post schools should understand the rudiments of common school education, be conversant with reading, writing, and arithmetic, and possess a fair knowledge of geography, grammar, and history. They must be able to demonstrate clearly and in plain language the subjects before them.

Newspapers and periodicals are furnished by the Quartermaster's Department on the application of post commanders, each post receiving a pro rata share in accordance with its strength of garrison. School books are furnished in lieu of periodicals.

On my request Chaplain George G. Mullins, Twenty-fifth Infantry, assistant in charge of education in the Army, was directed to visit the posts in the department of Texas, with the view of inspecting the Army schools. His reports are in general favorable, but a number of schools are retarded by the absence of suitable teachers.

The following exhibit shows the average attendance during the fiscal years 1878–'79 and 1879–'80:

Posts.	1878–'79.		1879–'80.		Posts.	1878–'79.		1879–'80.	
	Enlisted men.	Children.	Enlisted men.	Children.		Enlisted men.	Children.	Enlisted men.	Children.
Fort A. Lincoln, Dak	40	25	40	26	Fort McHenry, Md	...	...	...	10
Fort Adams, R. I	27	...	27	...	Fort McIntosh, Tex	...	...	...	...
Alcatraz Island, Cal	30	8	16	9	Fort McPherson, Nebr	5	...	8	...
Angel Island, Cal	...	24	...	19	Fort Meade, Dak	...	...	30	30
Atlanta, Ga	...	27	...	...	Fort Missoula, Mont	17	...	10	...
Fort Barrancas, Fla	...	...	...	9	Fort Monroe, Va	40	80	40	62
Fort Bayard, N. Mex	...	14	10	12	Newport Barracks, Ky	...	...	...	9
Fort Bennett, Dak	...	15	...	...	Fort Niagara, N. Y	6	...	10	10
Fort Bowie, Ariz	5	9	...	7	Fort Omaha, Nebr	...	...	29	...
Fort Brown, Tex	8	23	5	12	Fort Ontario, N. Y	...	...	10	...
Fort Buford, Dak	...	5	26	30	Fort Pembina, Dak	10	...	19	...
Fort Cameron, Utah	9	16	8	17	Plattsburg Barracks, N. Y	16	15	17	15
Fort Canby, Wash	...	7	...	6	Point San José, Cal	...	19	...	...
Fort Clarke, Tex	...	76	...	80	Fort Preble, Me	...	14	11	12
Fort Cœur d'Alêne, Idaho	...	...	...	7	Presidio, Cal	...	...	...	17
Columbus Barracks, Ohio	...	...	10	19	Fort Point, Cal	...	4	...	14
Fort Columbus, N. Y	30	20	60	22	Fort Randall, Dak	30	33	20	23
Fort Concho, Tex	42	87	70	35	Fort Reno, Ind. Ter	...	16	...	17
Fort Custer, Mont	...	23	...	25	Fort Riley, Kans	...	9	1	10
Fort D. A. Russell, Wyo	...	36	...	...	Fort Ringgold, Tex	...	30	2	35
David's Island, N. Y	30	7	40	9	San Diego, Tex	...	1	...	4
Fort Davis, Tex	68	12	...	13	Fort Shaw, Mont	...	...	...	12
Fort Dodge, Kans	...	...	...	...	Camp Sheridan, Nebr	12	4	15	4
Fort Douglas, Utah	...	25	6	28	Fort Sidney, Nebr	...	...	...	...
Fort Duncan, Tex	54	3	45	10	Fort Sill, Ind. Ter	15	20	15	24
Fort Fred Steele, Wyo	...	26	...	22	Fort Sisseton, Dak	12	3	9	3
Fort Gaston, Cal	4	8	3	8	Fort Stanton, N. Mex	12	5	13	2
Fort Hale, Dak	...	16	...	16	Fort Stevens, Oreg	...	11	...	...
Fort Halleck, Nev	13	3	13	4	Fort Stevenson, Dak	30	6	6	6
Fort Hamilton, N. Y	...	23	14	27	Fort Stockton, Tex	60	3	60	2
Fort Harney, Oreg	11	10	8	10	Fort Sully, Dak	3	13	10	21
Jefferson Barracks, Mo	15	25	21	33	Fort Totten, Dak	...	11	11	12
Fort Klamath, Oreg	17	...	8	...	Fort Townsend, Wash	...	5	...	5
Fort Lapwai, Idaho	...	11	...	11	Fort Trumbull, Conn	1	9	1	9
Fort Laramie, Wyo	...	...	9	29	Fort Vancouver, Wash	5	26	14	36
Fort Leavenworth, Kans	12	27	10	25	Fort Wadsworth, N. Y	11	8	12	13
Fort Lewis, Colo	...	...	14	5	Fort Warren, Mass	...	15	4	15
Little Rock Barracks, Ark	7	1	9	...	Fort Washakie, Wyo	20	1	17	6
Fort Logan, Mont	...	8	...	8	West Point, N. Y	...	...	31	108
Fort Lowell, Ariz	...	...	10	7	Fort Wingate, N. Mex	8	18	10	17
Fort Lyon, Colo	...	14	...	6	Willet's Point, N. Y	...	36	...	40
Fort Mackinac, Mich	10	18	14	8	Fort Yates, Dak	9	15	20	29
Madison Barracks, N. Y	...	...	4	8					
Fort McDermit, Nev	...	8	...	...	Total average	754	1,039	955	1,349

I am, sir, very respectfully, your obedient servant,

A. McD. McCOOK,
Colonel and Aide-de-Camp in charge of education in the Army.

Honorable SECRETARY OF WAR, *Washington, D. C.*

SPECIAL SCHOOLS FOR INDIANS.

In the winter of 1878–'79, a letter from Martin B. Anderson, LL. D., the eminent president of Rochester University, who had been sojourning in Florida for his health, called my attention to certain educational facts connected with the imprisonment of 74 Indians, under Lieutenant Pratt, at Fort Augustine. These were the most savage and brutal criminals, selected from various Indian tribes that had been committing depredations upon the whites of the frontier. They were taken away from their savage associations and brought to this remote fort for punishment and to separate them from any further evil influences upon their people. Their treatment in the course of imprisonment by Lieutenant Pratt and its results impressed Dr. Anderson as specially deserving the consideration of educators and students of the Indian question. No better opinion upon such a subject could be secured, and I sought to obtain all the facts and observe the results.

It appeared that before the Indians were withdrawn from Fort Sill, Lieutenant Pratt had suggested that the period of imprisonment should be employed to introduce processes of training which might result in changing the character of the Indians before their release.

When located at Fort Augustine, in the absence of soldiers, Lieutenant Pratt began to make use of the Indians for labor and guard duty, and they showed a measure of aptitude. Step by step he introduced them to new service and their interest increased. He began to trust them, and they responded with evidences of fidelity. In addition to training them in the various duties that offered about the fort he undertook to teach them letters. Miss Mather and other excellent persons joined in the effort. Abstract methods were avoided as far as possible. In the course of time there were various odd jobs and minor articles for which people were found willing to pay. This work gave the Indians another idea of reward. The lieutenant advised them in the use of their little earnings for their own benefit and taught them to save, thus training them in the notion of property. As the time for the end of their imprisonment drew near, Lieutenant Pratt began to talk with them about their return and their future, and a desire was manifested on their part to stay still longer among white men and learn more of civilized life, that they might thus go back to be of better service to their people.

Various offers were made for their instruction, but that of General Armstrong at Hampton was accepted for those who decided to remain. Their introduction among the colored pupils of Hampton Institute created less shock than many anticipated. They were taught in letters, but also and specially in all the industries in which any training is afforded at the institute. The effort commending itself to the Commissioner of Indian Affairs and the honorable Secretary of the Interior, additional pupils have been secured for Hampton, and Lieutenant Pratt himself has occupied the barracks formerly in the possession of the Army at Carlisle, Pa., with a school of more than 150 boys and girls.[1]

There is also under consideration the opening of a similar school in Oregon, on grounds owned by the Pacific University, under the care of Captain Wilkinson.

SUMMER SCHOOLS, &C.

The record of educational progress would be incomplete without reference to the various classes of summer schools and courses of study. Many colleges and universities make provision for classes during the season, an arrangement of special advantage to teachers who are occupied with their school duties the rest of the year.

The scientific expeditions and stations for investigation maintained by universities during the summer should be regarded as a regular part of their work. Each season offers to the student of science phenomena peculiar to itself; hence this department of study must be continuous if it is to be complete. Scientists other than those belonging to the university corps who desire to profit by the facilities which the uni-

[1] See the bulletin "The Indian School at Carlisle Barracks," Bureau of Education, 1880.

versities are able to provide for the work of investigation are often able to avail themselves of the summer arrangement. Thus the Chesapeake Zoölogical Laboratory of Johns Hopkins University, in its session of 1880, was supplied with working accommodations for six investigators, which were used by three of the members of the academic staff of the university and three other gentlemen representing the Wisconsin State Normal School.

The Chautauqua Literary and Scientific Circle reports a numerous membership and much work accomplished since its organization in 1878. The Concord School of Philosophy is a school for discussion rather than instruction, for the exercise of minds already trained rather than for the training of minds. As such it has given evidence of its power to stimulate thought and to excite and direct inquiry. Its hold upon public support and interest is already sufficient to give it an assured position among the agencies for the promotion of philosophy.

ORGANIZED CHARITIES.

Societies for organizing charitable relief connect themselves with the work of public education through the efforts made to gather the children of the dependent classes into the schools, to maintain Kindergärten for those below the legal school age, and to provide industrial training for those who are old enough to be prepared for self support.

The protection of children through the agency of incorporated societies and the summer care of children have become prominent features of our public charities.

The history of these several agencies was briefly outlined in my report for 1879. Information received since that date does not enable me to add materially to that statement. It can only be said that these efforts for the amelioration and elevation of the destitute classes have given new evidence during the year of wisdom, energy, and success in dealing with some of the most difficult problems of social life.

SANITATION AND EDUCATION.

School hygiene and the construction of hygienic school buildings are subjects which have justly attracted much attention during the year. So far as rural school architecture is concerned, Circular of Information No. 4 of this Office for the present year contains a succinct and simple statement of the best and latest results of study and practice. When school-houses for city schools are to be erected the problem becomes much more complicated. The increased value of land, the density of population, the artificial gradings of the surface, the presence of gas pipes, sewers, and imperfect water pipes, the vicinity of noisy or noxious factories, all serve as complications of the situation in each case. The architect and the school board must contend against these as well as the funds at their disposal and the resources of their arts will permit. Little is to be gained by a niggardly use of money or by a short sighted compliance with entirely unsuitable conditions.

A very interesting incident in the history of the year is the result of the competition in school-house plans organized by The Plumber and Sanitary Engineer in the latter part of 1879, under the following conditions:

The designs are to be for a public school building to accommodate eight hundred pupils (400 boys and 400 girls), from six to fifteen years of age.

The building is to be erected on a lot fronting north, of 100 feet front by 100 feet deep, and inclosed by buildings on adjoining lots at the sides and rear (of average city height, say four stories).

It is to be constructed of brick, with floors of timber, and to have fire proof staircases.

Provision is to be made for *one* exhibition or assembly room, to have seating capacity for the whole school, independent of platform space; also, for a master's or principal's room, occupying not less than 150 square feet, and for a retiring room for female teachers, occupying not less than 150 square feet.

There are to be separate entrances and class rooms for each sex.

Each class room is to accommodate from 54 to 56 scholars, and each scholar is to

have a separate desk. The position of teacher's desk is to be shown on plans; also, the direction in which scholars face.

No provision is to be made for the janitor's family in the school building.

The features which will have weight with the committee of award to whom the designs will be submitted will be (1) convenience of arrangement for school purposes, (2) security against fire and facility for egress, (3) distribution of light, (4) ventilation and heating, and (5) drainage and other sanitary appointments.

The American Architect and Building News, reviewing these conditions, remarks as follows:

The number of scholars for whom accommodation is required by the programme seems to us altogether too large. No doubt this and the size of the lot were fixed upon as answering to the ordinary conditions of school-houses in great cities. But this is just one of the points where the ordinary conditions of school-houses want overhauling. No one thing in our school system, we believe, leads to greater immediate danger in case of disaster, or indirectly to more evils in association and management, than the hiving together of whole townfuls of children in a single building. Half the proposed number is as many as ought to be cast together in one city schoolhouse; and we should say fewer rather than more. As far as we can judge without actual study of the problem, we should say that half the number was as many as the proposed lot would comfortably provide for. A hall to accommodate eight hundred scholars, with room for a stage and some visitors, should have an area of about five thousand feet, and this, in whichever story it was placed, would cover half the lot. With this must be fifteen or sixteen class rooms of, say, twenty-five by thirty feet, pretty high, with their long sides open to the light, besides teachers' rooms, cloak rooms, &c., and separate corridors and stairways for boys and girls. The children need exercising yards, and for school rooms in an inclosed lot the width of an ordinary street — forty or fifty feet — is not too much open space to have before the windows in the lower story of a high building. The conditions, then, seem to require no less than three stories of class rooms, and probably an additional one for the exhibition hall. But a school exhibition room should not, any more than a theatre or concert hall, be lifted three or even two stories into the air, nor should scholars who have already climbed one or two stories be sent up twenty-five feet higher to find their rooms above it. We make a point of this, because we are convinced that the skying of children in the upper stories of high buildings, and crowding them by hundreds in close quarters, is one of the follies of our present system, to which public attention ought to be persistently directed, and against which such papers as the Sanitary Engineer and the American Architect should lift up their voices. It would, in our opinion, have been wiser, instead of assuming the habitual conditions of over population in a city school-house and requiring the competitors to conform to them, to have made it one of the points in the problem to determine for how many children it was well to build a school-house on such a lot as was assumed. The perennial feat of putting a quart into a pint pot was essayed in the tenement house competition, and proved, as usual, impracticable.

The committee of award, consisting of Messrs. Post and Ware, architects, Billings and Agnew, physicians, and Philbrick, educator, after assigning the prizes offered, remarked as follows:

But the committee feel that if they were to stop with this they would not be doing their whole duty; and they are compelled to declare that none of the plans submitted fulfil the requirements of a sanitary school building.

The conditions imposed on the competitors were of such a character that it is probably impossible to produce a plan which should be recommended as one to be constructed.

The committee then proceeded to present the qualifications they believed to be necessary for a public school building "in a large and densely populated city:"

(1) At least two adjoining sides of the building should be freely exposed to light and air, for which purpose they should be not less than 60 feet distant from any opposite building.

(2) Not more than three of the floors should be occupied for class rooms.

(3) In each class room not less than fifteen square feet of floor area should be allotted to each pupil.

(4) In each class room the window space should not be less than one-fourth of the floor space, and the distance of the desk most remote from the window should not be more than one and one-half times the height of the top of the window from the floor.

(5) The height of a class room should never exceed fourteen feet.

(6) The provisions for ventilation should be such as to provide for each person in a class room not less than thirty cubic feet of fresh air per minute, which amount must be introduced and thoroughly distributed without creating unpleasant draughts

or causing any two parts of the room to differ in temperature more than 2° F., or the maximum temperature to exceed 70° F. This means that for a class room to contain fifty-six pupils twenty-eight cubic feet of air per second should be continuously furnished, distributed, and removed during school sessions. The velocity of the incoming air should not exceed two feet per second at any point where it is liable to strike on the person.

(7) The heating of the fresh air should be effected either by hot water or by low pressure steam.

(8) The fresh air should be introduced near the windows; the foul air should be removed by flues in the opposite wall.

(9) Water closet accommodation for the pupils should be provided on each floor.

(10) The building should not occupy more than half the lot.

In regard to the first point, Dr. J. C. Lundy, of Detroit, Mich., is of the opinion that school buildings should be on spacious lots, separated from other buildings by a distance equal to twice the height of any building in the vicinity. Respecting the number of floors occupied, it is believed that for daily class work two stories are better than three. In connection with the third recommendation of the committee it may be mentioned that Dr. F. Winsor recommends 20 square feet for older pupils, and not less than 14 square feet for the youngest children, the room being 12 feet high.

The proportionate size of the windows, when compared with the floor, should of course be greater in city buildings than is found necessary in country school-houses. In these last one-sixth of the floor area is considered quite enough. Dr. Lundy recommends for city schools from three-tenths to one-half the floor area, according to the usual state of the atmosphere, the vicinity of buildings, &c. He believes that the windows should have square heads and that they should reach or nearly reach the ceiling. In this opinion the editor of the Architect coincides, saying that window sills should be at least four feet from the floor, rather than three feet, and that they should touch the cornice. The last mentioned writer also says that windows should be so placed as to promote, in due order, the lighting and ventilation of the building, its constructive convenience, and its architectural effect.

Mr. Carl Pfeiffer, of New York City, says that ventilating apparatus should be used to drive pure air into rooms, as this is much more successful than drawing foul air out of them. Dr. H. T. Legler has pointed out the fact that forced ventilation does not require so much vertical height in school rooms for successful use as draught ventilation does. Dr. Winsor is of opinion that the entire volume of air in a room should be changed five or six times in every two hours, and that the outlet openings should measure seven square inches for every seat in the room. If draught ventilation be adopted he favors the heating of the air in the draught shaft sufficiently to withdraw air from rooms at the rate of two and a half feet a second. Nor does he think it usually necessary to keep the rooms at a temperature higher than 64° to 68° Fahrenheit. Mr. A. C. Martin would carry the ventilating shaft well up above the building.

It is to be hoped that the impulse given by this report will not be lost or wasted, and that sanitarians, architects, and educators will continue united efforts until all necessary problems in the construction of city school buildings are solved and the public is made familiar with the subject.

The sanitation and hygienic management of schools received attention at the International Congress on Education in Brussels and at the International Congress on Hygiene at Turin in 1880. The action taken by the sixth section of the Brussels Congress may be summarized as follows: School rooms in day time should be lighted unilaterally and from the left; a school room for fifty pupils (the maximum number) should be 30 by 24 feet; single desks and seats were emphatically approved; for lighting evening schools lamps seem to have been preferred to other means, which is not to be wondered at when Faÿa has announced, as the result of experiments, that while an ordinary coal-oil lamp produces as much carbonic acid gas as the respiration of three human beings an ordinary flat gas jet produces as much as five men and an argand gas burner as much as eight men. The congress also considered the now common practice in many European cities of inspecting the schools by properly trained medi-

cal men, and expressed a wish that the teaching corps should be placed under similar supervision; indeed the opinion seemed general that a medical officer would be an admirable adjunct to every superintendent's office. Finally, with regard to the statistical researches which government should institute in order to ascertain the influence of schools on the physical development of children, the section concluded to petition: (1) That the Belgian government should take the initiative in establishing all over the country (according to the example set in Brussels) statistics of health in schools that shall bring to light the influence of the public schools on the health of children; (2) that the recent establishment of medical commissions in Belgium, and especially the appointment of correspondents of those commissions, should be so organized that they may become so many centres of methodical research into the hygienic statistics of schools. (3) The section recommends a permanently established interchange of information and of documents relating to scholastic hygiene between different countries.

The fourth section of the Turin Congress was equally explicit in its opinion, the first resolution adopted as a result of Dr. Roth's paper on "Obligatory medical inspection of schools" being "that periodical medical visits to all schools are indispensable." The same gentleman, at a later session, read another effective paper on instruction in hygiene in primary, secondary, and higher schools. Respecting the employment of minors in factories, &c., the section resolved "that in all countries the age of admission of children to work should be uniform, and that under no pretext whatever should any age less than twelve years be fixed as the minimum; that in all countries the same number of working hours should be fixed by international treaties, in the interest of public health as well as of the intellectual development of children; and that persons under sixteen years of age should not be permitted to work at night in any country." Dr. Javal, the distinguished French scientist, read a paper on the "Construction of school rooms with special regard to the sight of children," treating particularly of astigmatism as a cause of short sight, recommending that school books be printed with large letters on yellowish paper (as first suggested by the late Mr. Charles Babbage), and advocating the lighting of school rooms from the east or west. The section approved the recommendation as to the printing and tinted paper of text books; did not favor school work by children in the evening; advocated instruction in domestic, private, and school hygiene in normal schools by competent physicians; adopted a proposition that school studies and examinations should be discontinued during the hot weather, and also another on the necessity for nurses' training schools, which will be more fully discussed at the next congress.

In connection with the general subject of sanitation, allusion must be made to the outbreak of enteric or typhoid fever at Princeton, N. J., among some of the students of the college who were lodging or taking meals in certain unsanitary houses and buildings. The earliest cases of illness were developed in April; during this and the three following months, about forty cases and eight deaths occured. The State board of health, the citizens of Princeton, and the authorities of the college coöperated in correcting the hygienic faults which were the immediate cause of the outbreak. I am happy to be able to report that since the reassembling of the college after the summer vacation no new cases have been observed.

COLOR BLINDNESS AND MYOPIA.

The following statement is from the report of Dr. B. Joy Jeffries to the mayor and the school board of the city of Boston, relative to the work of testing the public school children of that city for color blindness. The tests were applied during the years 1879 and 1880, and the final report was submitted March 20, 1880:

Schools for male students:

Normal art school Latin school English high school All the high and grammar schools Schools for deaf-mutes	14,469 in number; of these 608 were color blind, or 4.202 per cent.

Schools for female students:

Normal art school Normal school Latin school for girls Girls' high school All the high schools All the grammar schools School for deaf-mutes	13,458 in number; of these 9 were color blind, or 0.066 per cent.

W. H. Fitch, A. M., M. D., and F. H. Kimball, B. S., M. D, appointed to examine the eyes of the school children of Rockford, Ill., report as follows:

There were 900 boys examined; 429 of them were of American and the remaining 471 of foreign parentage. There were 968 girls examined, with 531 of the number of American and 437 of foreign parentage.

* * * * * * *

We have divided all the scholars into five classes, depending upon age: Class 1, including those of 7 and 8 years; class 2, those of 9 and 10 years; class 3, those of 11 and 12 years; class 4, those of 13 and 14 years; and class 5, those of 15 and 16 years and those over. Each class is made to include two years, instead of one, in order to secure a greater number of cases and a consequent better average Here we have arranged in a tabular form the results of this examination:

Classes.	Boys.			Girls.		
	Per cent. of all myopic.	Per cent. of Americans myopic.	Per cent. of foreigners myopic.	Per cent. of all myopic.	Per cent. of Americans myopic.	Per cent. of foreigners myopic.
Class 1	0.8	0.0	1.3	3.1	2.0	4.2
Class 2	3.5	3.8	3.3	5.9	7.3	4.3
Class 3	2.5	5.4	0.0	5.5	6.7	4.7
Class 4	6.3	6.3	6.3	13.0	15.0	9.8
Class 5	17.7	18.5	16.6	16.8	15.8	21.0

The general results of the examination showed that among all the boys the percentage of myopic was 3.8; girls, 8.3; boys of foreign parentage, 3; girls, 6.6; boys of American parentage, 5.4; girls, 9.6; boys and girls of American parentage, 7.7; boys and girls of foreign parentage, 4.7.

In the leading nations of Europe and in our own country, attention has been drawn to the evil effects of defective vision and color blindness among railroad employés and sea-going men. Many European governments and railroad corporations have enacted laws and adopted rules of control. Several railroad companies in the United States have appointed medical experts to apply the tests of color blindness to their employés. Our Government has recognized the importance of the subject, as shown by the action of the three departments, Army, Navy, and Marine Hospital Service, in ordering the application of the tests of the color sense and visual power. The duty is intrusted to the medical officers of these several departments, who are provided with the manual published by B. Joy Jeffries, A. M., M. D. Dr. Jeffries recommends the method of testing originated by Professor Frithiof Holmgren, of Upsala, Sweden, and the use of the material which that gentleman employs in his examinations. Dr. Jeffries also recommends that a "systematic process of giving instruction in color, its names and shades, should be introduced in our primary schools."

PHYSIOLOGY OF READING AND WRITING.

In recent numbers of the Revue Scientifique, Dr. Javal, of Paris, has given an abstract of his forthcoming work on the physiology of reading and writing. Dr. Javal is an esteemed writer, who has already made considerable contributions to this somewhat obscure but very important subject. Recognizing as a fact the unprece-

dented growth of myopia among school children and others, he distrusts the explanations of it commonly given; for, while he does not approve the forms of school furniture in general use or the arrangements of school buildings in respect to lighting and does not ignore the influence of heredity, he thinks these afford an inadequate explanation of the increase in visual infirmity which is unquestionably going on. Neither does he think it established that the degree of civilization of a people is to be measured by the number of nearsighted inhabitants, as has been maintained in Germany.

Most of the authors who have written about school furniture have bestowed too much attention upon the regulations in regard to school furniture that have been officially promulgated; instead of insisting upon a centimetre more or less in the height of a seat or a degree or two in the slant of a desk, they should have perceived years ago that the principal causes of myopia are poorly printed books and bad methods of writing, and that scoliosis, or lateral curvature of the spine, is chiefly attributable to penmanship taught on principles contrary to physiology.

Researches extending over a number of years have led him to seek in writing and typography (chiefly, of course, in typography) the real explanation of the growth of myopia, and he has accordingly undertaken in one of the articles alluded to an examination of the different kinds of types in general use and considered their availability from a hygienic standpoint. After a concise account of the efforts of early type makers, he investigates the modus operandi of reading.

"In reading," he says, "there is no time to examine each letter in all its parts; so far is this from being the case that the eye travels along a perfectly horizontal line which cuts all the short letters (such as a, c, e, &c.) at a point just below the top, the other parts of the letters being seen indirectly and striking regions of the retina more or less distant from its centre. This fact is of importance in determining the shape to be adopted for type."

Dr. Javal cites a number of proofs in support of this proposition, the easiest of application being the following: Cover with a piece of paper the upper half of the short letters in a line of print and it will be found nearly impossible to read it, but if the upper half is left exposed and the lower concealed scarcely any difficulty will be experienced. Moreover, taking into account the capitals and accented letters, there are out of 100 at least 85 letters rising above the upper portion of the short letters and only 15 falling below the line. This being the case it is desirable to give the letters such shapes that they may differ from one another as much as possible in the parts along which the line of vision travels. For more than a century there has been a strongly marked tendency among type founders to do just the reverse of this; to secure a uniform appearance, the round letters a, c, e, o, and s have been flattened laterally, and the square letters rounded.

Dr. Javal next makes a detailed examination of the form of all the letters of the alphabet and suggests modifications of them which he thinks it would be well to introduce. We need not follow him into this portion of the discussion, but it is sufficient to say that the letters which project above and below the line may advantageously be shortened; that the spaces between the letters and between the different parts of letters like m and n may well be widened, and that various discriminations between letters that are characteristic of old types and that have been weakened in later times may properly be restored. It is to be remarked that there is a great difference in respect of legibility between French types and those in use in England and America, the former being narrower and therefore much harder to read. Putting spaces between the lines Dr. Javal thinks a question of looks only, as no increase of legibility is the result of this expensive practice. He thinks therefore that leaded type should be used only in books in which the consideration of elegance has taken precedence of that of cost.

Increasing the spaces between the letters, however, is of the greatest importance, as will be perceived from these lines, in which a piece of paper has been placed between each letter.

After describing the types now in use and showing the influence of the cost of composition in producing the present objectionable forms, Dr. Javal offers a specimen of the type which he thinks most nearly meets the requirements of the case, which is to increase legibility without diminishing the number of letters contained on a page.

The type in which this is printed is as close an imitation of that specimen as we can give.

In the other article of Dr. Javal, to which allusion has been made, there is a brief account of the influence of the instruments used in writing on its present condition. A summary is here presented in a translation.

Any methodical study of the principles of writing should be preceded by a historical account. We cannot give here even a brief summary of that history, which we have sketched elsewhere, but we will review the material causes which, independent of the changes in taste and systematic returns to antiquity, appear to us to have exerted a preponderating influence on the development of penmanship. These causes are the changes in the cost of paper, the improvements in the pen, and the use of spectacles.

The price of paper has played an important part in the transformations of penmanship. Thus at the same epoch the running hand was used on the papyrus of charters while the parchment of the codices contained only uncials very compactly pressed together, without projections, in order to bring the lines closer to one another. Abbreviations of all kinds were adopted to economize the precious skin and every means was used to profit by all the space.

The invention of rag paper does not extend back beyond the thirteenth century, so, with rare exceptions, the practice of separating the words came into vogue later. For the same reason projecting letters, with long loops and stems, are of comparatively recent date; nobody was rich enough to indulge in the luxury of the long letters which characterized the writing done in the office of the pontifical chancellor.

There is nothing the price of which has fallen so much as paper. The result is that no attention is paid to the space occupied in writing. But while in the nineteenth century the waste of paper is nothing to the writer, it is quite different with the publisher. The waste is here multiplied by the number of the edition, and this circumstance is enough to explain how it is that since the invention of printing, while writing constantly has become larger, the size of type has gradually diminished, so that the identity in size between written and printed characters survived Gutenberg's invention only a few years.

The pen has had a notable influence on the appearance of writing. The goose quill appeared towards the middle of the seventh century; at first this innovation hardly modified the appearance of writing. Indeed, like the reed, the quill was fashioned similarly to those still used in writing the Gothic or round hand; its elasticity served alike for shading the top of the straight strokes (as may be seen in certain English manuscripts of the seventh century) and for rounding the heavy parts of the shaded letters, thus making them resemble Roman capitals; but essentially the general appearance remained that of the manuscripts written with the reed of the ancients.

The broad points of the reed and of the quill led to the shading of uncial letters and afterwards of Roman capitals. Indeed, to write faster, the copyist of antiquity and the monk of the middle ages tried to write the characters with a continuous stroke; moreover, to avoid the ungraceful slope of the running hand, it was necessary to hold the elbow far away from the side. In this position, if you write an M, you will notice that the fine lines are made in going up and the heavy lines in coming down; if you write an O, you will be very likely to make the first shading too low, and the second too high for symmetry. Nothing is easier than to multiply examples of this.

It is the square shape of the nib of the pen which brought about Gothic writing. To be convinced of this it is only necessary to attempt to make Gothic letters with a brush, a pencil, or an ordinary pen. In spite of the writer's efforts the result will be greatly inferior to that obtained by means of a stub pen.

The use of a coarse quill, cut obliquely, resulted in the appearance of the chirography known as running hand and bastard hand.

In the round the heavy strokes are exactly vertical. According to penmen, in taking as unity the breadth of the point of the pen, the letter u should be written in a square the sides of which measure five points, so that the blank between the strokes measures three points. Scarcely any difference is made between u and n, the upright strokes, equally square at the top, being a little more rounded at the bottom for the u than for the n.

The running hand differs from the round only by the inclination or slope, which in the handsomest models is such that the shading forms the diagonal of a rectangle whose breadth is three points and height four points, from which it results that the length of the straight lines is $\sqrt{3^2+4^2}=\sqrt{25}=5$. It is evident, therefore, that the upright strokes in a running hand written between parallels four millimetres apart are equal to those of a round hand written between parallels five millimetres apart. [The millimetre is .03937 of an inch.]

The bastard hand differs principally from the running hand in the arrangement of the round parts, which, instead of always being at the bottom of the strokes, are distributed as in the small letters of the italic or in the modern English.

The pointed shape of the goose quill, in fact, produced the English style so universally used in our time; it is distinguished by the length of the looped letters and by the absence of ascending shaded strokes, which our fine steel pens do not enable us to make. The general adoption of the English style is a result of the use of steel pens.

The invention of spectacles, which dates from the end of the thirteenth century, greatly contributed to the rapid decrease of the size of handwriting that has taken place; the growth of shortsightedness, especially among literary people, necessarily made itself felt in the same way, so that the nearsightedness of some, which permitted them to write smaller than was proper, has brought on nearsightedness among those who are obliged to read their writing.

It may be that this double action of shortsightedness and of convex spectacles has reached its maximum; for the use of convex glasses has become a fixed habit with us, and shortsighted people, in writing, are beginning to use concave glasses to counteract their defect.

Dr. Javal next inquires whether modern chirography should be accepted as it is. He thinks not, and suggests a number of changes that he thinks may be easily made which would render writing at once more rapid and more legible than it is now. His principal suggestion in the interest of legibility is that children should be taught to "preserve the individuality of each letter," that is, the interval between the letters should be made greater than the width of the letters themselves. He also advises that the dots for the i's, the crosses for the t's, and accents should be added after the entire matter is written.

"By omitting points and accents it is easy to take (currente calamo) notes of a lecture or an abstract of the liveliest discussion, and these signs may be added at leisure when the matter is revised. This system has the advantage of enabling us to tell at a glance whether a page of our writing has been revised or not; we write with regularity and rapidity, and later we increase legibility without the loss of time, when we read the matter over, by the addition of the points and accents."

Analyzing the movements of a rapid writer, Dr. Javal finds that "he places his elbow on the edge of the table, so that while he uses a narrow sheet the elbow is at rest and the line of writing is not a straight line, but the arc of a circle having for radius the length of the forearm increased by that of the hand and of the part of the pen which extends beyond the fingers. * * * This immovability of the elbow is favorable to rapid writing, for the rotation of the forearm takes place gradually, without requiring the least time, while a stoppage necessarily occurs when the whole arm is shifted to carry the pen over the entire length of the line. Another advantage of this plan is that the straightness of the line is preserved automatically; with the elbow well supported nothing is easier than to write perfectly straight with one's eyes closed. When the line is long it is impossible to fill it without changing the position of the arm at

least once, and the necessity for a repetition of these changes is proportionate to the length of the paper and the shortness of the forearm. It is perhaps on this account that we find fashion gradually diminishing the size of writing papers and ladies preferring a paper smaller than that used by men."

Resting the forearm on the edge of the table involves a particular position of the paper, namely, nearly perpendicular to the table. Dr. Javal concedes that objection may be made to this on the ground of the position of the body. "It allows us to write with our eyes closed, it is true; but we prefer to write with them open, and in putting in the points and accents we necessarily use them. Now, for very complex physiological reasons our eyes are disinclined to run along oblique lines, so that the people who write as we suggest continually bend the head down toward the left in order to get the writing and their eyes into the same line." This he thinks is but a slight drawback for adults, in whom malformations of the body are scarcely any longer to be feared. In view of the prevalence among certain classes of what is known as "authors' stoop," it may be doubted whether the doctor has not underestimated the evil effects on grown persons of this habit of writing; and he advises something entirely different for children.

With the child the facts are different, and we shall try to set forth the results. It must be first noticed that, because of the need of having children write large letters, very wide copy-books must be given them, as, because the forearm of the child is much shorter than that of the adult, the elbow cannot be used as a pivot, and there is no reason for inclining the paper. Then let us place the copy-book parallel to the edge of the table. At once the movements of the wrist and fingers will produce a writing without appreciable slope; we do not see that this is objectionable, and we accept absolutely in relation to this Fahrner's opinion, which has been successively adopted by Dr. Gross and Dr. Cohn. On the contrary, for children we reject the oblique position of the copy-book, advocated in 1870 by Dr. Ellinger, and since by Dr. Dally, for Fahrner has proved that the oblique position of the lines involves the inclination of the head, which reacts gradually on the position of the whole body. The copy-book held obliquely to the left, as we have just explained, causes the head to lean to the left except in the case of people blind in one eye. The rest of the body follows this movement so as to avoid craning the neck and to bring the centre of gravity to the right. The copy-book held obliquely, therefore, tends to produce a lateral curvature of the spine, with the concavity on the left side, as it was observed thirty years ago.

What is called the English style produces a curvature the opposite of the preceding, its mechanism being quite different; indeed, in requiring slanting writing on a copy-book held straight, the teacher requires a thing which is contrary to nature; it is not enough to put the elbow against the body, it is necessary to put it *into* the body, and the unhappy scholar is obliged to push in his right side to lodge his elbow, which leads him to lower his right shoulder, and rest the entire weight of his body on his left side. These two things, a straight copy-book and slanting writing, are mutually exclusive; a choice must be made under penalty of spinal curvature.

In some neighboring countries, to avoid spinal curvature, the children are required to write a part of the day with the left hand; it seems to us that the adoption of the straight hand will encounter fewer obstacles. As to the children who are afflicted by the modern spinal curvature with a concavity on the right, it will be sufficient in most cases to have them write on a copy-book greatly slanted, to cure them rapidly; it is probably thus that most men involuntarily correct the deviations from nature that they contracted on the school benches in their youth.

In discussing the question of the age at which the change should be made from one system to the other, Dr. Javal thinks it may generally be left to individual experience; only, if it is forbidden to young children, he then believes scoliosis will no longer be acquired in school and that the number of shortsighted persons will be decreased.

Referring, as he concludes, to the use of pencils, either for slates or paper, Dr. Javal says:

In making characters that are less legible and give a reflection, in making the hand heavy and permitting a position in writing which must be abandoned when a pen begins to be used, the pencil is to be avoided. Shall we mention the angle to be given to the desk? This is a trifle in comparison with the capital question of the slope to be given to the writing. We repeat, perpendicular writing on a copy-book held straight up is for scholars an absolute specific against scoliosis, and is very favorable to the preservation of sight; for an adult, sloped writing on paper inclined at an angle of about 45° alone permits rapidity, and should be allowed when the use of ruled paper is given up.

SCHOOL-HOUSE GROUNDS.

In cities land is dear and school moneys do not come by magic. As a consequence space is economized at the sacrifice of hygienic conditions. A lofty structure wedged in between other high buildings is no unusual model of a city school-house. In such houses the health of pupils, especially of girls, is endangered by the daily strain of mounting the stairs, and the eyes are injured by unfavorable lights; play grounds are small or entirely wanting, and the street becomes the substitute. Fortunately some cities early selected lots, or entire squares, and secured them prospectively for school purposes. Their economy and wisdom are above all praise.

In country districts, where land is cheap and where large, healthful, and beautiful sites can be readily secured, ignorance or criminal indifference frequently leads to the selection of unsuitable locations for school purposes. The country school-house is often built too near the highway to allow space for free play or is placed in marshy lands perilous to the health of pupils and of teachers.

Public attention has in some measure been aroused to these evils, and parents are on the alert to see that school-house grounds are healthful and attractive. Why should not every country school-house have an acre of ground? This would allow the house to be placed at a suitable distance from the street, the outhouses to be properly located and protected, ample play-grounds to be arranged for the girls and boys, and space for the cultivation of flowers, shrubs, and trees.[1]

Trees should not be planted too near the building to interrupt the free access of the sunlight to the school-house and to the soil in close proximity to it. The grounds should offer no opportunity for standing pools of water, and if necessary should be underdrained.

If every country school-house answered these conditions of health and taste, how much more beneficent would be their influence upon the young! The intelligent teacher would find in the trees, shrubs, and flowers adorning the grounds subjects for interesting lessons, and the children would share with enthusiasm the care and cultivation of these objects of beauty and delight.

EXEMPTION OF SCHOOL PROPERTY FROM TAXATION.

The exemption of school property is either determined by the constitution of each State or else impliedly or expressly delegated by it to the legislative body. The States whose constitutions prescribe the rule of exemption are Arkansas, California, Kansas, Louisiana, Minnesota, Missouri, Ohio, and Pennsylvania. The property which is exempted is, in Pennsylvania, public property used for public purposes, which includes schools aided by the Commonwealth; in Ohio, public school-houses, by which is meant "such as belong to the public and are designed for schools established and conducted under public authority." The term has been made to cover not only the houses themselves but their furniture and the books properly belonging with them.

[1] Hon. B. G. Northrop, secretary of the board of education of the State of Connecticut, has given special attention to the beautifying of country villages, including the embellishment of the grounds of the village school-house. The Michigan State Pomological Society, in their report for 1879, devote considerable space to the embellishment of country school-house grounds. See also the chapter on "Surroundings of country school-houses," in Rural School Architecture, Bureau of Education Circular of Information No. 4, 1880.

In California property used exclusively for public schools is required to be exempted. In Missouri, lots in incorporated cities or towns, or within one mile of the limits of any such city or town, to the extent of one acre, and lots of one mile or more distant from such cities or towns, to the extent of five acres, with the buildings thereon, may be exempted from taxation when the same are used exclusively for religious worship, for schools, or for purposes purely charitable. In Minnesota, public school-houses, academies, colleges, universities, and all seminaries of learning are exempted from taxation; in Arkansas, school buildings and apparatus, libraries, and grounds used exclusively for school purposes; and in Kansas and Louisiana, all property used exclusively for educational or school purposes. The constitution of Colorado exempts lots, with the buildings thereon, used exclusively for schools, "unless otherwise provided by general law;" and that of South Carolina requires the general assembly to enact laws for the exemption of public schools, colleges, and institutions of learning, provided the exemption shall not extend beyond the buildings and premises actually occupied. In the other States the exemption of school property is a matter for independent legislative action, though many constitutions give special permission to legislatures to exempt property of certain kinds or property used for specific purposes.

The latest compilations of the statutes of the several States show substantially the laws regulating the exemption of school property as they now exist. There may have been a few changes, but it is not a subject upon which there has been much fluctuating legislation. In Illinois, Maine, Maryland, Massachusetts, Mississippi, North Carolina, Oregon, South Carolina, and West Virginia, all school property, with some few limitations, has been exempted. In Maine and Maryland all the property of literary institutions is designated as exempt. In Illinois this broad exemption is limited by the provision that it shall not extend to real estate leased or otherwise used with a view to profit. In Massachusetts exemption of real estate does not extend beyond that occupied by the educational institutions and their officers for corporate purposes. In Mississippi it extends, not only to property used for the benefit and support of institutions for the education of youth, but also to that held and occupied by the trustees of schools and school lands for the use of public schools. The statute which was enacted in South Carolina in obedience to the requirement of the constitution previously mentioned exempts the following:

All public schools and the grounds actually occupied by them, not exceeding in any case three acres; all incorporated public colleges, academies, and institutions of learning, with the funds provided for their support and the grounds and buildings actually occupied by them and not used with a view to pecuniary profit; but this provision shall not extend to leasehold estates held by others under the authority of any college or other institution of learning; all real and personal property the rents, issues, incomes, and profits of which have been given or shall be given to any city, town, village, school district, or subdistrict in this State exclusively for the endowment or support of public schools therein, so long as such property or the rents, issues, income, or profits thereof shall be used or applied exclusively for the support of free education in said schools by such city, town, village, district, or subdistrict.

The exemption of school property is almost as general in Iowa, Kentucky, Michigan, Minnesota, Nebraska, Nevada, New Jersey, New York, and Texas as in the States previously mentioned. In all of them, buildings, grounds, and furniture are exempt so far as they are actually necessary for the use and enjoyment of the institutions owning them. Books or libraries are expressly included in the exempt property in all these States except Nevada, New Jersey, and New York; and apparatus, equipments, or other general terms are used in all these States to designate personal property commonly found in schools, and which is usually exempted by direct words or by implication. The exemption of these kinds of property is on condition oftentimes that they be used for strictly educational purposes and be not in excess of specified amounts. The real estate exempted is limited to three acres in Nebraska and five acres in Kentucky and New Jersey. In Minnesota, Nevada, and New York it must be immediately connected with the buildings of the institution to which it belongs. In Connecticut, Georgia, New Hampshire, and Vermont it is known that the buildings of educational institu-

tions are exempt, and it is to be presumed that the term "buildings" includes the lots upon which they are erected. In Florida and Indiana public school property is exempted. The laws in Rhode Island and Wisconsin have peculiar features which will best be understood by presenting them verbatim. The law of Rhode Island exempts "buildings for free public schools, buildings for religious worship, and the land upon which they stand and immediately surrounding the same to an extent not exceeding one acre, so far as said buildings and land are occupied and used exclusively for religious or educational purposes; the estates, persons, and families of the president and professors, for the time being, of Brown University, for not more than ten thousand dollars for each such officer, his estate, person, and family included."

In Wisconsin exemption extends to "personal property owned by any religious, scientific, literary, or benevolent association, used exclusively for the purposes of such association, and the real property, if not leased or not otherwise used for pecuniary profit, necessary for the location and convenience of the buildings of such association and embracing the same, not exceeding ten acres, and the lands reserved for grounds of a chartered college or university, not exceeding forty acres."

LITIGATION IN SCHOOL MATTERS.

The amount of litigation in which school officials are involved is not large compared with the persons over whom they exercise authority or considered with regard to the property in their care or the money which passes through their hands. The greater part of the questions in controversy are settled by school authorities, to whom judicial powers are oftentimes given. In Maryland the decisions of the board of education are final and conclusive. Usually the decisions of such bodies on questions within their jurisdiction, though not final, have great weight with courts and will not be overruled unless clearly contrary to law; consequently only a small proportion of the cases actually arising appear in court in States where school questions can be decided by school officials. Yet a sufficient number are found in the reports of the courts of the various States to show the causes for which suits are brought.

The most common action is for breach of contract with teachers, builders, or others. It is not remarkable that these actions are frequent, for the officers of school districts are oftener chosen from among the laboring classes than from those who have made a study of the intricate law of contracts and its application to school affairs. The intentional misapplication of funds is rarely before the courts. This is substantial testimony to the integrity of school officers. Committees and boards of education are more liable to commit errors by exceeding their powers than in any other way. This is often the result of circumstances. They have the oversight of all the interests in education not specially delegated to other officers. In cases of emergency it is they who must act. It is impossible for legislators to foresee all exigencies which may arise or direct what may be or may not be done on their occurrence. Much must be left to personal discretion. The enforcing of a rule for the conduct of scholars, the dismissal of a teacher, failure to repair a school-house, or an unusual expenditure of money may involve questions which only courts can decide, though no school officer can be blamed.

Legislatures may go beyond their powers in attempting to regulate these matters, but the legislative acts most frequently reviewed by courts are those which interfere with established districts, provide a school fund in excess of the requirements of the constitution, or direct an expenditure of school moneys for purposes collateral to those specified.

Teachers are brought into suits on account of negligence in obtaining licenses to teach and bring suits for the recovery of wages in cases where the contract for services has not been carried out as they expected. The cases which grow out of the infliction of corporal punishment usually appear in justices' courts or are confined to unreported criminal proceedings. Some are carried to the superior courts. The opinions rendered there indicate that a failure to exercise discretion in chastising is liable to result in

serious consequences to the teachers. This is not the usual outcome of such suits. It is oftener found that the person bringing suit is acting under a misconception of the punishment inflicted and the injury done.

There are causes of litigation peculiar to States or sections. In Maine, and in fact in most of the older States, the alteration and division of school districts are prolific sources of contention. In Pennsylvania many questions about the levying of taxes have arisen. In New Jersey the failure of district meetings to comply with the rigid formalities required by statute has opened the way for numerous disputes. In Indiana each civil township and each incorporated town or city is a distinct municipal corporation for school purposes. The interposition of the courts has been necessary in order to tell in what respects these civil and school townships, occupying the same territory and having a portion of their officers in common, are distinct. In the extreme West school lands have been objects of contention. In Virginia all recent cases affecting school matters involve questions connected with the State debt. Elsewhere in the South there has been almost no litigation on educational affairs since the war.

Suits involving school officials seem to increase with the interest taken in schools. They have been especially numerous in Iowa, Illinois, Michigan, and Massachusetts. On the other hand, a few States which stand in the front rank educationally have been almost free from these evidences of school troubles.

Incomplete, defective, or exacting laws are principal causes of litigation, and when any part of the school law is frequently before the courts the presumption is that it is either unequal, or oppressive, or unintelligible, and should be amended or repealed. By changing such statutes much may be done to lessen individual grievances and popular complaint and to make it easier for those administering educational affairs to maintain that peace with all men which is necessary to the prosperity and usefulness of the schools whose interests are in their keeping.

INSTRUCTION IN FORESTRY.[1]

In the report of this Office for 1879 attention was called to the growing importance of the subject of forestry, and reasons were stated justifying a belief that it would ere long attract the notice of educators as a subject to be taught in our schools, or at least in our higher institutions of learning and in colleges, at no distant day.

This result is already beginning to be realized, and in several of our agricultural colleges practical arboriculture is receiving attention. The State Agricultural College at Lansing, Mich., has a labelled arboretum well started and a large number of native and exotic trees under cultivation.

We cannot too strongly urge upon those intrusted with the care of these higher institutions the great advantages that would be derived from having planted upon their grounds, and in groups arranged according to their natural orders, properly labelled specimens of growing trees, including as wide a range of species as the soil and climate would allow.

Such plantations would serve a double purpose; for while they afford a convenient means for rendering the students familiar with the names and the characteristic forms and habits of particular species, and for fixing in their minds the distinctive differences between them, they would, at the same time, be adding to our knowledge of the range of possible cultivation of the various species and the regions where they can be grown with most profit.

In any system of experimental researches that may hereafter be undertaken by the Government with a view of acclimatizing exotic trees and plants, the coöperation of our American colleges, and especially of those that have gardens and farms connected with them, will undoubtedly be asked, and they can thus contribute to the success of these inquiries in a manner at once pleasant and profitable.

In European countries, a certain degree of instruction in forestry, at least to the

[1] See Report on Forestry (Agricultural Department), by Dr. F. B. Hough, one of the most thorough students of this subject and entirely conversant with the facts in this country and Europe.

extent of imparting correct ideas on the importance of woodlands and the rights and duties of the citizen in their protection, is given in the public schools. In a country like ours, where the land belongs to private owners and where the future supplies of timber must be grown upon these lands, a time must come when these duties will become of far greater importance than we now realize. If the call for this instruction were now made, the first difficulty felt would be the want of teachers competent to instruct. The subject, therefore, claims the notice of those having charge of our normal schools.

The greatest difficulty in the beginning, even there and in our colleges, would be to find professors who are themselves qualified for teaching this science. Until special provision could be made for supplying this want, courses of lectures might be secured by persons who have taken special care to fit themselves for this service and who thoroughly understand the question in all its bearings.

SCHOOLS OF FORESTRY IN EUROPE.

Instruction in forestry is given in special schools of forestry and in forestry departments connected with universities and higher technical schools. The following schools and departments are in operation at present:

(1) *Prussia.*—(*a*) The Royal Forest Academy at Neustadt-Eberswalde: This school was established in 1830. The course of study covers two years and a half. Every candidate for admission to the academy must be in possession of a graduation certificate from a Gymnasium or a Realschule of the first order, and not be over 25 years of age. The school has a director, 14 professors, and a number of assistants. In 1876 the number of students was 57.

(*b*) The Royal Forest Academy at Münden: This school was established in 1868. The teaching corps consists of a director, 10 professors, and several assistants. The number of students was 78 in 1876.

(*c*) The Forestry School at Gross-Schönebeck and the forestry courses to the Forester-Battalion in the army: This school and these courses are intended for the training of lower forest officials. At Gross-Schönebeck instruction is given by 4 professors, and the courses to the Forester-Battalion are given by 11 professors, nearly all of whom are practical foresters.

(2) *Bavaria.*—Bavaria has a Forest Academy at Aschaffenburg, with a director and 7 professors. In addition to the academy, Bavaria has created six chairs of forestry in connection with the University of Munich.

(3) *Saxony.*—Saxony has one of the best schools of forestry in existence—the Royal Saxon Forest Academy at Tharand. This school was established in 1811. The course of studies covers two years and a half. The teaching corps consists of a director, 10 professors, and several assistants. The conditions of admission are the same as those at Neustadt-Eberswalde, Prussia.

(4) *Württemberg.*—In Württemberg instruction in forestry is given at the Royal Agricultural Academy at Hohenheim and the University of Tübingen.

(5) *Baden.*—The department of forestry connected with the polytechnic school at Carlsruhe has about forty students. Other schools or departments of forestry do not exist in Baden.

(6) *Hesse-Darmstadt.*—Hesse-Darmstadt has an excellent forestry institute in the University of Giessen, with 3 professors.

(7) *Saxe-Weimar.*—The Grand Duchy of Saxe-Weimar established a forestry school as early as the year 1808. The school (which was first the private property of Dr. König) was adopted by the state in 1829. The course of instruction lasts two years. The teaching corps consists of a director and 4 professors.

(8) *Austria.*—(*a*) The Imperial High School of Agriculture and Forestry at Vienna: This school was established in 1872. The number of professors of forestry is 6 and the number of forestry students 329.

(*b*) The School of Forestry at Eulenberg: This school was established in 1852 by the Moravia-Silesia Forest School Society. The course of instruction lasts two years. The number of professors is 6 and the number of students about fifty.

(*c*) The School of Forestry at Weisswasser: Course of study lasts two years; number of professors, 5; number of students, 80.

(*d*) The School of Forestry at Lemberg: Number of professors, 12; number of students, 40.

(*e*) The course of forestry in the technical high school at Grätz: Number of professors, 1.

(*f*) The School for Forest Culture, at Aggsbach, near Melk: Number of professors, 2; number of students, 24.

(*g*) The Vorarlberg course of forestry: This course lasts six weeks.
(*h*) The School of Forest Culture in Styria: The course of instruction covers two years; number of professors, 3; number of students, 26.
(*i*) The School of Forest Culture in Carinthia: The course of instruction covers two years.
(9) *Switzerland.*—The department of forestry forms the fifth division of the Federal Polytechnic School at Zürich. The forestry course lasts two years and a half. The number of students is about thirty.
(10) *France.*—(*a*) School of Forestry at Nancy: This school was established in 1825. The course of instruction lasts two years.
(*b*) School of Forest Guards at Barres.
(11) *Italy.*—School of Forestry at Vallombrosa: This school was established in 1869.
(12) *Spain.*—Spain has a special school of forest engineers at San Lorenzo del Escorial, near Madrid.
(13) *Denmark.*—On the 22d of January, 1869, a department of forestry was annexed to the Royal Veterinary and Agricultural High School at Copenhagen.
(14) *Russia.*—(*a*) The Agricultural and Forestral Academy of Pétrovsk, near Moscow.
(*b*) The Agronomic Institute at St. Petersburg, with courses in sylviculture.
(*c*) The Forest School at Lissino.
(*d*) The Forest Division of the Agricultural Institute at New Alexandria.
(15) *Sweden.*—The Royal Forest Institute at Stockholm: This school was established in 1828. In 1870 there were 13 private elementary schools.

SCIENTIFIC INVESTIGATIONS.

Cities, States, and the General Government are doing more and more in pushing scientific tests and investigations and in publishing data bearing on the relation of science to the condition and pursuits of the people. This is especially true of the General Government. No other agency, indeed all other agencies combined do not equal in expenditure that of the nation in behalf of science. The extent to which this work shall ultimately benefit the people, at whose expense it is conducted, depends largely upon the diffusion of information with reference to its progress and results. Institutions of learning and those engaged in the work of instruction may aid in the extension of this knowledge by obtaining for themselves and communicating to their students what is published on the subject. The manner in which these reports facilitate such an endeavor has been frequently pointed out. They present annually extensive lists of institutions, libraries, teachers, and educational officers, forming a convenient reference for those who control the distribution of official documents. Complaint is frequently heard of the waste of Government publications. This Office has done what it could to aid in the distribution of all valuable publications, so that they might be best preserved and used for the information of the people.

GRAPHIC METHODS OF EXHIBITING EDUCATION IN MUSEUMS, &C.

What the engraving and the wood-cut are to the text of a book the museum is to the library. The picture, the model, the specimen, supplement the best description that words can give. Indeed, the life, manners, habits, food, and raiment of human beings in many countries and for long periods have been reconstructed in great measure solely from the scanty remains of their former possessions, found where last used, preserved by natural processes, and now stored and studied with anxious care by archæologists of every clime. The eye can teach us much without the book, yet we are disposed to overlook the power of objects in illustrating and illuminating subjects usually considered abstruse and uninviting. This Office, as a central and national agency, has had an extremely gratifying connection with the advancing use of visual aids to education during the ten years now closing.

I have advocated the representation of American education in the various international exhibitions which have occurred during the last decade. That the need of international comparison is widely felt is shown by the fact that many thousands of persons visited the French Exposition Universelle held in the year 1867 chiefly for the purpose of inspecting the "department of social science," of which educa-

tional systems and methods formed a subdivision. American education was hardly represented on this occasion, but the displays of other nations were admirably described and discussed by Dr. John W. Hoyt, one of the honorary commissioners from this country. Feeling that the United States should not be unrepresented at the Vienna Welt-Ausstellung of 1873, I prepared a circular of information, which was published in November, 1872, containing translations of the educational sections of the programmes, the general plan adopted at the meeting of superintendents and other educators held in this city during that month, and a blank form for a chart designed for inscription of the public and private educational institutions contained in an American city. The educators of the country made great efforts to procure and forward statistical and graphic material, models, furniture, appliances, &c., arranged and catalogued by Dr. Hoyt, whose experience and knowledge a second time added to the honor of his country. This exhibition excited positive enthusiasm. Forty-eight diplomas and medals were distributed among the 285 separate exhibitors from this country in the educational group, while those in all the other twenty-five groups obtained only 30.

Of the exhibition of education at Philadelphia in 1876 I need say little. The kind and quantity of material offered was so great and the local patriotism of States, cities, and communities so absorbing that rigid classification and unified localization had to be abandoned. The collections exhibited in the United States Government building by this Office, in the special pavilion of Pennsylvania, in the gallery of the main building by Massachusetts, and in scores of other places by other authorities will not be forgotten. Nor need I recite the list of valuable collections exhibited by almost every civilized nation, from Russia in the east to Japan in the west, wherein the methods, appliances, and peculiarities of their education were shown. The educator might well adopt as the expression of his thought the strangely simple words that commemorate Sir Christopher Wren in the most grandiose of his creations — "Si monumentum requiris, circumspice" — so entirely did the vast panoramic field of Fairmount Park seem to be and form a part of the education of the world.

The Paris Exposition of 1878 is too recent to have been forgotten or much obscured in the minds of our people. Though Director-General McCormick was able to set apart but a small sum for the representation of American education among the other more ostentatious displays of American life, character, and achievement, yet by the enthusiasm and experience of our educators and the trained wisdom of Dr. John D. Philbrick the little fund and the narrow space afforded were so used that the section gained 120 prizes — 28 gold medals, 44 silver medals, 23 bronze metals, and 25 honorable mentions — and excited the profound admiration of all who examined it.

This Office also sent small but well selected collections illustrating our education to the exhibitions in Chili, during 1875, and in Australia (Melbourne), the early part of the present year.

During the last few years the Office has been collecting and preserving objects relating to education at home and abroad, with special reference to the public information and guidance. So far as the limited appropriations at its command will justify, I propose to use this museum in every suitable way for the information of the public; but the important instrumentality of loan collections cannot be undertaken as it should be, however productive of good in England or elsewhere, till Congress is pleased to afford the necessary means of defraying their cost and of adding yearly to their variety and value.

RECOMMENDATIONS.

I have had the honor to recommend in previous reports that provision be made for the publication of fifteen thousand copies of the report of the Commissioner immediately on its completion. This is done for this report by a resolution of Congress.

I have also recommended that provision be made for the organization of an educational museum in connection with this Office. This has been provided for by a small

appropriation. A larger annual appropriation would soon bring all objects of sufficient importance into a single collection here at the capital of the nation for the study of American educators.

The remaining recommendations I have the honor most earnestly to renew.

(1) I recommend that the office of superintendent of public instruction for each Territory be created, to be filled by appointment by the President, the compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

(2) In view of the large number of children growing up in ignorance on account of the impoverished condition of portions of the country, and in view of the special difficulties in the way of establishing and maintaining therein schools for universal education, and in consideration of the imperative need of immediate action in this regard, I recommend that the whole or a portion of the net proceeds arising from the sale of public lands be set aside as a special fund, the interest of said fund to be divided annually pro rata among the several States and Territories and the District of Columbia, under such provisions in regard to amount, allotment, expenditure, and supervision as Congress in its wisdom may deem fit and proper.

(3) I recommend the enactment of a law requiring that all facts in regard to national aid to education, and all facts in regard to education in the Territories and the District of Columbia, necessary for the information of Congress, be presented through this Office.

(4) I recommend an increase of the permanent force of the Office. The experience of the Office indicates clearly that the collection of educational information and publication of the same, as required by the law regulating it, cannot be properly done with the present limited clerical force.

CONCLUSION.

I take pleasure in acknowledging my indebtedness to the faithful laborers in the Office and to all others elsewhere who have contributed to its success.

I have the honor to be, very respectfully, your obedient servant,

JOHN EATON,
Commissioner.

Hon. C. SCHURZ,
Secretary of the Interior.

ABSTRACTS

OF THE

OFFICIAL REPORTS OF THE SCHOOL OFFICERS OF STATES, TERRITORIES, AND CITIES,

WITH

ADDITIONAL INFORMATION FROM VARIOUS SOURCES

PREFATORY NOTE.

The following abstracts of education in the States and Territories are derived from a great variety of sources. First among these come reports of State officials, such as State boards of education and State superintendents of instruction; next, those of county and city superintendents, school committees, acting school visitors, and principals of State institutions. From these is derived nearly all the information given respecting elementary and special instruction, city school systems, and normal schools, and much of that relating to secondary schools, as the high schools of the States and cities. What concerns private secondary schools is almost wholly from returns made by the principals of these to the Bureau of Education, supplemented by catalogues and other documents.

For the matter relating to universities, colleges, and scientific and professional schools, dependence is placed on the annual catalogues of these institutions, on occasional circulars issued by them, and on special returns, made usually in the autumnal and winter months, in reply to circulars of inquiry sent them by the Bureau.

In every instance, official authority only is relied upon for statements distinctly and definitely made, the printed catalogues and reports being chiefly used for this purpose, though sometimes an item of interesting information from other than official sources may be given, with a reference to the quarter from which it is derived. In such cases, however, the effort is always made to verify the statement before it is committed to the press.

The matter derived from the various sources above indicated is formulated, in the abstracts of education for each State, substantially in accordance with the schedule given below.

GENERAL PLAN OF THE ABSTRACTS.

1. STATISTICAL SUMMARY	(a) School population and attendance.
	(b) School districts and schools.
	(c) Teachers and teachers' pay.
	(d) Income and expenditure.
2. STATE SCHOOL SYSTEM	(a) Officers.
	(b) Other features of the system.
	(c) General condition, marking specially anything new and noteworthy.
	(d) Résumé for ten years.
3. CITY SCHOOL SYSTEMS	(a) Officers.
	(b) Statistics.
	(c) Other particulars.
4. TRAINING OF TEACHERS	(a) Normal schools and normal departments.
	(b) Teachers' institutes.
	(c) Teachers' department of educational journals.
5. SECONDARY INSTRUCTION	(a) Public high schools.
	(b) Other secondary schools.
6. SUPERIOR INSTRUCTION	(a) Colleges for men or for both sexes.
	(b) Colleges and high grade schools for women.
7. SCIENTIFIC AND PROFESSIONAL INSTRUCTION	(a) Training in scientific schools and agricultural colleges.
	(b) Training in theology.
	(c) Training in law.
	(d) Training in medicine.
8. SPECIAL INSTRUCTION	(a) Deaf, dumb, blind, &c.
9. EDUCATIONAL CONVENTIONS	(a) Meetings of State associations.
	(b) Special meetings of teachers, school principals, and superintendents.
10. NOTEWORTHY BENEFACTIONS.	
11. OBITUARY RECORD	(a) Brief memorials of teachers, superintendents, and other promoters of education who have died during the year.
12. CHIEF STATE SCHOOL OFFICERS	(a) State board of education or State superintendent.

The statistics furnished the Bureau in answer to its circulars of inquiry, for convenience of reference and comparison, are given in tables at the conclusion of this volume, while summaries of these statistics may be found under their appropriate heads in the report of the Commissioner preceding.

For the general courtesy with which his circulars have been answered, alike by State and city officials, by college presidents and heads of schools, as well as for documents additional to these replies, the Commissioner of Education here tenders his cordial thanks to all concerned.

SUMMARY OF EDUCATIONAL STATIS

	1871.	1871–'72.	1872–'73.	1873–'74.
POPULATION AND ATTENDANCE.				
White youth of school age	181,787	.....	235,600	233,333
Colored youth of school age	161,156	.....	169,139	172,506
Whole number of school age *a*	342,943	.....	404,739	405,839
Whites enrolled in public schools	86,976	61,942	.....	.....
Colored enrolled in public schools	54,336	41,673	.....	.....
Whole enrolment	141,312	103,615	.....	.....
Average attendance of whites	66,358	45,521	.....	.....
Average attendance of colored	41,308	28,406	.....	.....
Whole average attendance	107,666	73,927	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	.....	.....	.....	.....
Public schools for whites	2,399	1,746	.....	.....
Public schools for colored	922	817	.....	.....
Number of public schools reported	3,321	2,563	.....	.....
Pupils in spelling	122,838	92,175	.....	.....
Pupils in reading	76,358	61,050	.....	.....
Pupils in writing	52,093	39,459	.....	.....
Pupils in arithmetic	43,646	34,812	.....	.....
Pupils in geography	22,080	15,308	.....	.....
Pupils in grammar	15,294	11,201	.....	.....
Average length of schools in days	66½	71	.....	.....
TEACHERS AND THEIR PAY.				
White teachers in public schools	2,497	1,820	.....	.....
Colored teachers in public schools	973	830	.....	.....
Whole number of teachers	3,470	2,650	.....	.....
White male teachers	1,573	1,176	.....	.....
White female teachers	924	644	.....	.....
Colored male teachers	745	620	.....	.....
Colored female teachers	228	210	.....	.....
Average monthly pay of teachers	$42 60	$40 00	.....	.....
INCOME AND EXPENDITURE. *b*				
Total receipts for school purposes	$590,605	$640,628	$490,604	$474,345
Total expenditures for school purposes	.....	560,000	490,604	.....
SCHOOL FUND.				
Amount of available fund	.....	.....	.....	.....

a The school age was 5–21 until 1876–'77, then 7–21; the number of youth for the year 1871 is taken from the census of 1870, which included children from 5 to 18.

b The receipts and expenditures here given are taken from returns made to this Bureau. In some cases the figures differ from the amounts afterwards reported by the State superintendent. This is

TICS OF ALABAMA—1871 TO 1879-'80.

1874-'75.	1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease for 10 years.
233,733	236,520	214,279	214,720	214,098	217,590	I. 3,492	I. 35,803
172,537	168,706	155,168	155,525	162,551	170,413	I. 7,862	I. 9,257
406,270	405,226	369,447	370,245	376,649	388,003	I. 11,354	I. 45,060
91,202	.....	88,622	96,799	106,950	107,483	I. 533	I. 20,507
54,595	.....	54,949	63,914	67,635	72,007	I. 4,372	I. 17,671
145,797	126,893	143,571	160,713	174,585	179,490	I. 4,905	I. 38,178
67,024	.....	62,796	57,466	65,936	67,794	I. 1,858	I. 1,436
43,229	.....	40,222	41,659	46,438	50,184	I. 3,746	I. 8,876
110,253	104,414	103,018	99,125	112,374	117,978	I. 5,604	I. 10,312
1,696	.....	1,700	.....	1,741	1,741	.....	.....
2,610	.....	2,760	3,335	3,177	3,085	D. 92	I. 686
1,288	.....	1,415	1,461	1,494	1,512	I. 18	I. 590
3,898	3,098	4,175	4,796	4,671	4,597	D. 74	I. 1,276
127,563	.....	.....	152,538	163,984	168,295	I. 4,311	I. 45,457
21,343	.....	.....	111,947	116,870	128,020	I. 11,150	I. 51,662
49,032	.....	.....	74,332	80,870	80,167	D. 703	I. 28,074
59,293	.....	.....	58,478	65,324	65,016	D. 308	I. 21,370
81,943	.....	.....	27,677	31,176	32,974	I. 1,798	I. 10,894
16,520	.....	.....	18,357	20,699	22,423	I. 1,724	I. 7,129
86	80	81½	84½	84	80	D. 4	I. 13½
2,675	.....	2,786	3,338	3,179	3,094	D. 85	I. 597
1,286	.....	1,439	1,462	1,496	1,521	I. 25	I. 548
3,961	3,771	4,225	4,800	4,675	4,615	D. 60	I. 1,145
1,669	.....	1,766	2,176	2,037	1,864	D. 173	I. 291
1,006	.....	1,020	1,162	1,142	1,230	I. 88	I. 306
1,002	.....	1,067	1,102	1,089	1,080	D. 9	I. 335
284	.....	372	360	407	441	I. 34	I. 213
$27 20	$22 00	$22 65	$17 44	$18 70	$21 08	I. $2 38	D. $21 60
$553,014	$337,276	$417,243	$377,188	$387,704	$388,013	I. $309	D. $202,592
523,779	337,276	392,493	358,697	377,033	375,465	D. 1,568	.....
.....	.....	.....	.....	$2,523,253	$2,524,811	I. $1,558	.....

due to the use of later and fuller returns by subordinate school officers, the retention of school moneys, &c. The school revenues, as tabulated in the report for 1880 of the State superintendent, are: For 1871, $681,319; 1872, $604,978; 1873, $532,811; 1874, $474,347; 1875, $484,215; 1876, $343,891; 1877, $367,343; 1878, $377,663; 1879, $387,764; 1880, $392,388.

STATE SCHOOL SYSTEM.

OFFICERS.

The constitution of 1867 placed educational matters in this State in charge of a board of education consisting of a superintendent of public instruction and two members from each congressional district, the board holding office four years and having full power of legislation for the schools. It also acted as a board of regents of the university. The superintendent of public instruction, elected for two years, could appoint one superintendent for each county, and these officers were authorized to appoint three trustees in each township. The county superintendent had two school directors associated with him, their duties being to examine teachers and to supervise the general interests of the county schools. The constitution of December 6, 1875, did away with the State board of education and placed the State University and Agricultural and Mechanical College under the management of a board of trustees. The school officers in 1880 consisted of State and county superintendents of education, township superintendents of public schools (taking the place of the township trustees, but with greater powers), and county boards of education, composed of the county superintendent and two persons associated with him for the purpose of examining teachers and conducting teachers' institutes.—(Constitutions and laws.)

OTHER FEATURES OF THE SYSTEM.

The constitution of 1867, which placed the schools under the management of a board of education, required the formation of a permanent school fund, to be appropriated to educational purposes alone, while one-fifth of the State revenue, with certain specified taxes, was to be added to the income of the fund and to be used for school purposes. The constitution of 1875 took the organization and maintenance of schools and educational institutions from the board of education and placed all legislative power respecting them in the general assembly. It also did away with the apportionment of one-fifth of the State revenue for the schools and substituted an annual appropriation of not less than $100,000, with the proceeds of a State tax of $1.50 per capita and such further increase of the school fund as the condition of the treasury and the State resources might permit. Children between 5 and 21 years of age were admitted to the schools free of charge until 1876–'77, when the legal school age was made 7–21. The constitution of 1875 also forbade the appropriation of school moneys to denominational or sectarian schools and by its provisions separation of the races was enforced from that date. Normal schools, a State university, and an agricultural and mechanical college were early provided for. A revision of the school laws, approved February 7, 1879, establishes the system as follows: The schools are sustained by money supplied from the State treasury, by an optional local tax for each county, except Mobile, of not over 10 cents on the $100 (half the proceeds to be for the pay of teachers, the remainder for incidental expenses), and by a poll tax of not over $1.50 on each male 21 to 45 years of age. Denominational schools are not to receive school moneys, and separate schools for the races are continued. The basis of apportionment is according to the enumeration of children between 7 and 21 years of age in each county. Teachers are required to make quarterly reports, to hold certificates from the county boards, to be members of the county institute for their race, and to attend it at least once annually. Failure in any of these particulars causes forfeiture of pay. Public examinations are to be held at least once a year, and certificates are given by the educational board to pupils who are qualified in the required branches. The school month is 20 days of not less than six hours each.—(School laws and constitutions.)

GENERAL CONDITION.

The superintendent of education reports the present school system a good one in the main, comparing favorably with the systems in other States. He says that with the present small appropriation for school purposes the system is adapted, as far as practicable, to the wants of the people. He refers to the gradually increasing usefulness of the schools and to their popularity and efficiency, which he ascribes to the good average attendance of pupils and to the thoroughness of the teachers. However, there is room for improvement. An amendment to the school law providing an earlier date for the meeting of school patrons (the number and location of schools coming in their jurisdiction), and through that an earlier opening of the schools, is suggested. As seen by a glance at the statistical table, there was an increase in the enrolment and attendance, in the number of children of school age, and in pupils studying reading, spelling, geography, and grammar, with a diminution in the students of arithmetic and writing. While the number of school districts remained the same, there was a decrease of 74 in the schools taught, although the greater number of colored children desiring educational advantages caused the opening of 18 more schools for that race, with a corresponding increase in teachers for them.—(State report, 1879–'80.)

RÉSUMÉ FOR TEN YEARS.

To maintain the schools in the earlier part of this decennary required a continual struggle. The public school law passed in 1868 was repugnant to the feelings of the people. The clothing of the State board of education with legislative powers had a disastrous effect on the system, as the general assembly, which was jealous of its authority, almost constantly opposed the measures of the board by exercising its constitutional veto powers. The laws permitted local taxation for school purposes; the people refused to pay such taxes; so that while the State was unable to raise money enough by a general tax to keep the schools open and the people would not supplement the State funds, the schools were only kept open by private contributions; county superintendents were unable to balance their accounts with those of the State superintendent, as large warrants in their hands remained unpaid. The failure of the treasury to cash warrants in some years had a depressing effect upon township schools, and the impossibility of carrying on the schools in a satisfactory manner with an annual deficit of nearly $400,000 was a matter of complaint. The schools were kept open in 1871 by private contributions after the school fund became exhausted, while in 1872–'73 they were only taught from October to January. The following year they were discontinued, and it was not until 1874–'75 that sufficient funds had accumulated to give every person of school age the privilege of attending the free public schools. In that year, in nearly every school district in the State, schools were kept open longer than in any other year since the constitution of 1867 took effect. In 1875–'76 a decrease of 40 per cent. in the school revenues over the previous year was noticeable, and the adoption of a new constitution (December 6, 1875), with consequent changes in the provisions for the support of the public schools caused a delay in the opening of the schools, which delay accounts for the falling off in enrolment and attendance; yet it is said that, even with these disadvantages, there was advancement in the schools in 1874, 1875, 1876, and that the people had acquired greater confidence in the system. The position attained after so many trials seems to have been kept up during the two following years (1877 and 1878) as marked advance is seen in the number of schools taught, the number of pupils enrolled, and the average length of session. The increase for the ten years stands as follows: white youth of school age 35,803, colored 9,257, total 45,060; enrolment, 38,178 (whites 20,507, colored 17,671); average attendance 10,312 (whites 1,436, colored 8,876); public schools, 1,276, of these 590 for colored pupils; average length of school in days, 134; public school teachers, 1,145 (597 whites, 548 colored). The increase of pupils studying orthography was 45,457; studying reading, 51,662; writing, 28,074; arithmetic, 21,370; geography, 10,894; and grammar, 7,129.—(Reports of the State superintendents.)

KINDERGÄRTEN.

A Kindergarten class was reported in 1878–'79 as connected with the Judson Female Institute at Marion. No later information has been received.—(Catalogue, 1879.)

There are other Kindergärten in different sections of the State, but from these no direct information is at hand.

AID FROM THE PEABODY FUND.

The funds received by the State of Alabama from this source during the past ten years amount to about $50,000. The total amounts distributed in the towns and cities most needing assistance varied from year to year. In 1877–'78 the sum of $1,100 only was given; in 1873–'74, to aid in recovering from the financial embarrassments of the preceding years, $10,000 were contributed. The trustees of the fund decided in 1879 to give their assistance in future more especially to the normal schools, so that by training a better class of teachers the system of education might be advanced more rapidly. In 1880 donations from the Peabody fund were asked by the city of Montgomery to aid in carrying on the schools.—(Reports of the trustees of the Peabody education fund.)

CITY SCHOOL SYSTEMS.

OFFICERS.

The following towns or cities have superintendents of public schools: Birmingham, Eufaula, Huntsville, Mobile, Montgomery, Opelika, and Selma. Eufaula and Montgomery have also city boards of education; Mobile, a combined city and county board of school commissioners; Opelika, a board of trustees.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Number of schools taught.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Mobile	31,254	23,865	147	5,575	5,104	147	.....
Montgomery	16,714	3,703	14	849	645	14	.....
Selma	7,529	1,757	6	882	717	14	.....

ADDITIONAL PARTICULARS.

Mobile (including both city and county schools) reports 41 school districts; 102 schools for whites and 45 for colored; a general average of 104 school days taught; an apportionment for 1879–'80 of $14,937 made to the schools; 5,303 pupils studying orthography; 5,336, reading; 5,441, writing; 5,432, arithmetic; 2,950, geography; and 946, grammar.—(State report, 1879–'80.)

Montgomery had 8 white and 6 colored schools in the district. The teachers received $3,229 during 1879–'80. The average number of pupils enrolled to a teacher was 46 white and 80 colored. The schools were open on an average 160 days.—(State report.)

Selma reported 2 school buildings valued at $7,500, and the school furniture and apparatus worth $2,750. The six schools were under the charge of 14 teachers, whose pay averaged, in the colored schools, $60.83 a month; in the white schools, $78.55.—(State report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Prior to the opening of the normal schools, normal classes were in successful operation at Huntsville, Portersville, Evergreen, and Mobile. Nine classes in all, aggregating 300 pupils of both sexes, were taught between 1868 and 1870.—(Report of the Commissioner of Education for 1870.)

The *State Normal School*, Florence, was established by law December 15, 1872, and commenced its work in September, 1873. Its first object was to prepare young men for teaching in the public schools of the State; this was, however, amended so as to extend like privileges to women. Both preparatory and academic departments are connected with the school, the latter for students desiring a liberal education but not intending to become teachers. There were 201 pupils in 1879–'80, of whom 79 were normal students. A gradual increase in the number of students is noticed from year to year, and additional sittings were required for the coming term. A chair of natural science has been added to the school, two assistants employed in the literary department, and a special teacher of vocal and instrumental music also.—(Catalogue of 1877–'78 and State report for 1879–'80.)

The *Huntsville Colored Normal School*, established by the board of education in 1871 to provide for training teachers of colored schools, reported 77 normal pupils in 1879–'80 and 48 other students. The course of study occupies 4 years and there were 4 graduates in the last scholastic year, all teaching.—(Return.)

The *Lincoln Normal University*, Marion, established for the education of colored teachers and students in 1873, was reported to be in a flourishing condition in June, 1880. In 1879–'80 there were 174 normal and 60 other students in the institution while 6 students had graduated and accepted positions as teachers. An enlargement of the building was required on account of the steady increase of pupils, but this can only be accomplished by the aid of an additional appropriation.—(Return and State report, 1879–'80.)

OTHER NORMAL SCHOOLS AND DEPARTMENTS.

The *Rust Normal Institute*, Huntsville, which was organized in 1866 and is under the charge of the Freedmen's Aid Society of the Methodist Episcopal Church, reported 235 normal pupils in 1878–'79 pursuing the 3 years' course of study. Later information gives 112 students, under 3 instructors, in 1879–'80.

The *Emerson Institute*, Mobile, was opened in January, 1873, and in 1876 was reported thoroughly organized as a normal and academic school under the charge of the American Missionary Association. In 1879–'80 there were 52 normal and 252 other students reported under the charge of 6 instructors. Of the 3 graduates, 2 were engaged in teaching.—(Catalogue of 1876 and return for 1880.)

The *Alabama Baptist Normal and Theological School*, Selma, which was opened January 1, 1878, was the first school of its class established and managed by the colored Baptists in America. It aims to educate persons to become teachers and to supply the Baptist churches with an educated ministry. In 1879–'80 there were 30 normal and 170 other students pursuing the 3 years' course. Six resident instructors are mentioned.—(Catalogue and return.)

The *normal department of Talladega College* was organized in 1871, two years after the establishment of the college. In 1879–'80 there were 50 normal students in the 4 years' course and 17 of the graduates were engaged in teaching.—(Circular and return.)

TEACHERS' INSTITUTES.

The law of 1871 made provision for the annual holding of county conventions of teachers, and in 1872 such meetings were held in nearly all the counties of the State. In 1874 reference was made to the formation of similar meetings in the cities. These conventions were evidently held in different parts of the State during the following

years, but it was not until 1879 that boards of education were required to organize and maintain teachers' institutes in their respective counties. There are to be separate institutes for colored and white persons, provided not less than ten licensed teachers of the race are found in the county. Every licensed teacher must be a member of such institute and must attend at least one of the three annual meetings. The county superintendent is president, the members of the board are vice presidents. Whether many of these meetings were held in 1879–'80 is unknown.—(Laws and State reports.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The laws of 1871 provided for four grades of schools, the fourth to embrace the branches usually taught in high schools. That such schools were in existence during the earlier part of this decennary is seen by a glance at the different reports. In 1871 the number stood 251 for white and 2 for colored pupils. In 1872 there were 162 for the white and 2 for the colored race. In the next two years mention is made of similar schools, while in 1875 there were 215 for white and 3 for colored pupils, but whether all were of this high grade is somewhat uncertain. In 1876 there were 166 reported, 12 of them for colored students. In 1877 only 2 in Mobile—1 for boys and 1 for girls—were referred to. The latest laws contain no provision for this grade of school, and the State report for 1879–'80 gives no clew to the present number of high schools in the different counties, if there are any.—(Laws and State reports.)

OTHER SECONDARY SCHOOLS.

For information concerning business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, IX, and X of the appendix, and the summaries thereof in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Alabama*, Tuscaloosa, chartered in 1821 and organized in 1831, was placed by the constitution of 1867 under the control of the State board of education, acting as regents of the university, and by the constitution of 1875 under charge of a board of trustees. From the first this institution seems to have been organized, like other southern universities, on the plan of independent schools. In 1872–'73, in addition to the schools of the academic department, there were in the professional department normal and legal courses of 3 and 1½ years, respectively, while a preparatory department was spoken of, but not apparently established. In 1874–'75 and the following years law and civil engineering were included in the professional department; in 1878–'79 two schools of law were referred to, but civil engineering was evidently dropped. In 1879–'80 the academic and professional departments were organized as follows: schools of Latin language and literature, Greek, English, modern languages, chemistry, geology and natural history, natural philosophy and astronomy, mathematics, and mental and moral philosophy and political economy, the last including schools of international and constitutional law, common and statute law, and equity jurisprudence. The military department was also continued. The total number of students for the year was 160.—(Catalogues.)

The other colleges and universities reporting to this Bureau were Southern University, Greensboro (Methodist Episcopal South); Howard College, Marion (Baptist); Lincoln University, Marion (non-sectarian); and Spring Hill College, Mobile (Roman Catholic). Southern University had in 1879 nine schools, including preparatory, classical, and scientific courses, and instruction in theology, law, and medicine. It offered the degrees of A. B., PH. B., and A. M., as well as those of the professional schools. Howard College continued its 11 schools, preparing students for the degrees of B S., A. M., and C. E. Lincoln University, for the colored race, commenced as a preparatory institution in 1870. It reached actual collegiate instruction in 1879, and had 5 collegiate students in 1879–'80, besides 30 preparatory and 105 normal. Spring Hill College, when last reported (in 1878–'79), had grammar, classical, and commercial courses of 3 years each.—(Catalogues.)

For full statistics of reporting colleges, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Thirteen such colleges reported for 1879. For the statistics of these or of any other similar institution reporting for 1880, see Table VIII of the appendix; for their summaries, see the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Alabama Agricultural and Mechanical College, Auburn, chartered and organized in 1872, aims to teach those branches mainly which relate to agriculture and the mechanic arts, the object being to furnish to the industrial classes a liberal and practical education without excluding other scientific and classical courses and including military tactics. A preparatory course leads to courses in agriculture, literature, science, engineering, surveying, building, and architecture. Commercial branches are also taught. Since the opening of this institution 750 young men have received instruction and 42 have graduated (14 each from literary and engineering courses, 7 each from scientific and agricultural courses). The number of students in 1879–'80 was 228, and 74 of these were in the preparatory department. The faculty consists of the president and commandant (who is also professor of engineering), 5 professors, and 3 instructors.—(Catalogue, 1878–'79, and letter from the president.)

PROFESSIONAL.

Theological instruction is given in the Alabama Baptist Normal and Theological School, Selma, which was organized in 1878. Its object is to educate colored Baptists for teachers and ministers. There were 50 theological students in 1879–'80 pursuing the 3 years' course. Talladega College reported 14 students in the theological course in 1879–'80. In 1879 theological instruction was also given in the Southern University in the School of Biblical Literature. Whether that formerly given in Howard College was continued does not appear.—(Catalogues and returns.)

Legal training is given in three terms of 4½ months each in the University of Alabama. Students applying for admission to the higher classes are examined and then graded according to their proficiency. There were three divisions of the law department of the university in 1879–'80: a school of international and constitutional law, a school of common and statute law, and a school of equity jurisprudence. Twenty law students and 12 graduates were reported in 1879–'80.

From the department of law connected with the Southern University at Greensboro it was stated in 1879 that certificates of proficiency from this school admitted to practice in any of the courts of the State.—(Catalogue.)

For any reported statistics of 1879–'80, see Table XII of the appendix.

Medical instruction is provided in the Southern University, Greensboro, which in 1879 required for graduation three years of study under a suitable instructor, with attendance on 2 full courses of lectures of 9 months each or a reputable practice of 4 years and 1 full course of lectures. The final examination is to be conducted in writing and to be satisfactory to the faculty.

The Medical College of Alabama, Mobile, has the usual 3 years' course of study under an instructor and 2 courses of lectures of 20 weeks each. There were 70 students and 8 instructors in 1879–'80. A knowledge of medical botany is essential before a student may receive a diploma, and an examination for admission is required.—(Catalogue, 1879, and return, 1880.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Alabama Institution for the Deaf and Dumb and the Blind, Talladega, was first established for deaf-mutes in 1860, and in 1867 provision was made for the education of the blind. In 1879–'80 there were 60 pupils reported. The average number of years spent in the institution is 5. The total number of pupils since the foundation is reported as 200. The usual common school branches were taught; also, shoemaking, cane seating, printing, gas fitting and plumbing, wood work, &c.—(Report of the Commissioner of Education for 1876 and return for 1879–'80.)

EDUCATIONAL CONVENTION.

STATE TEACHERS' ASSOCIATION.

A State association of teachers was organized in July, 1871, as an auxiliary to the teachers' conventions. Many leading educators took part in the addresses and debates of the 3 days' session. It is impossible to determine whether such meetings were held each year, but mention is made of such a meeting at Opelika in July, 1875. Since that date the State reports are silent on the subject.

CHIEF STATE SCHOOL OFFICER.

Hon. H. CLAY ARMSTRONG, *State superintendent of education, Montgomery.*

[Term, November 28, 1880, to November 28, 1882.]

Preceding incumbents in the ten years have been Col. Joseph Hodgson, November, 1870, to November, 1872; Hon. Joseph H. Speed, 1872–1874; Hon. John M. McKleroy, 1874–1876; and Hon. Le Roy F. Rex, 1876–1880.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.
POPULATION AND ATTENDANCE.				
White youth of school age[a]	128,641	96,149	107,000	No report made for this year.
Colored youth of school age	48,655	16,417	37,293	
Total youth of school age	196,237	194,314	148,128	
White youth in public schools	56,787	20,363	.....	
Colored youth in public schools	13,210	2,500	.....	
Total enrolled	69,997	32,863	.....	
Percentage of school age enrolled	36	17	.....	
Average daily attendance	.....	.....	.....	
SCHOOLS.				
Number of public schools	1,744	.....	.....	
Length of school term	.....	.....	.....	
School-houses built during the year	302	187	114	
Total school-houses in the State	1,591	1,778	.....	
Value of school property	$199,132	$255,045	.....	
TEACHERS.				
Number of men teaching	1,101	d1,095	1,161	
Number of women teaching	336	d318	320	
Total number of teachers	2,128	d2,035	1,481	
Average annual pay of teachers	$199 45	$174 75	$161 88	
Average monthly pay of men	60 00	.....	.....	
Average monthly pay of women	40 00	.....	.....	
INCOME AND EXPENDITURE.				
Receipts for public schools	$552,461	$405,464	$258,456	
Expenditure for public schools	.....	441,537	318,998	
SCHOOL FUND.				
Available school fund	.....	$55,000	.....	
Permanent school fund	.....	.....	.....	

[a] The school age was 5–21 up to 1874, when it was made 6–21.
[b] The races not reported in several counties.
[c] Less than half the counties reported attendance.

OF ARKANSAS—1870-'71 TO 1879-'80.

1874-'75.	1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
.....	106,352	*b*143,949	*b*137,247	.....	.....	.....	.....
.....	27,574	*b*43,518	*b*46,017	.....	.....	.....	.....
184,692	189,130	*b*203,567	*b*216,475	236,601	247,547	I. 10,946	I. 51,310
.....	.....	.....	.....	.....	.....	.....	.....
73,878	*c*15,890	33,370	33,747	53,049	70,972	I. 17,923	I. 975
40	.....	11	16	22	.....	.....	.....
42,680	.....	.....	.....	.....	.....	.....	.....
2,134	.....	.....	.....	.....	3,100	.....	I. 1,356
.....	.....	.....	.....	.....	.....	.....	.....
.....	25	38	80	188	190	I. 2	D. 112
1,625	1,399	610	480	708	785	I. 77	D. 806
$355,000	$365,315	$166,793	$118,514	$151,565	$198,608	I.$47,043	D. $ 524
1,522	*d*329	639	710	1,143	1,432	I. 289	I. 331
740	*d*96	187	165	315	395	I. 80	I. 59
2,322	*d*461	826	875	1,458	1,827	I. 369	D. 301
.....	$163 55	.....	.....	.....	.....	.....	.....
.....	.....	.....	$50	.....	.....	.....	.....
.....	.....	.....	40	.....	.....	.....	.....
e$89,536	$194,446	$226,005	$170,335	$261,088	$256,190	D. $4,898	D.$296,271
*e*50,000	119,403	143,331	148,393	205,449	238,056	I. 32,607	.....
$135,000	$161,352	.....	$11,200	$136,070	.....	.....	.....
*e*1,222,500	.....	.....	191,097	190,186	.....	.....	.....

d The sex of teachers not fully reported.
e Partially in state scrip.

STATE SCHOOL SYSTEM.

OFFICERS.

The first provision made for free schools was by the State constitution of 1868, under which the school officers were as follows: A State superintendent of public instruction, elected by the people for four years; a board of commissioners of the common school fund, comprising the governor, the secretary of state, and the State superintendent of public instruction; a State board of education, composed of the State and circuit superintendents, which had power to legislate on educational questions, but subject to the approval of the general assembly; circuit superintendents of public instruction, one for each judicial district, appointed for four years by the governor, with consent of the senate; and school district trustees, one for each district, holding office one year.

OTHER FEATURES OF THE SYSTEM.

The proceeds of all school lands and other educational funds, of escheats, sales of estrays, unclaimed dividends, fines, penalties, forfeitures, grants, or gifts, were to constitute a common school fund. The income, together with $1 per capita on male citizens over 21 and so much of the ordinary annual revenue of the State as should be set apart by law, was to be devoted to the maintenance of free common schools and only to be applied to payment of teachers. School revenues were apportioned according to the number of persons 5 to 21. In order to share in the apportionment a district was required to have at least one school taught not less than 3 months in the year by a qualified teacher having a certificate from the circuit superintendent. It was made the duty of teachers to keep a daily register of pupils attending, to see that no sectarian books were used, to attend the public examinations for teachers held semi-annually in each county by circuit superintendents as well as the teachers' institutes, and they were not to be charged for loss of time while necessarily absent for such purpose. Each circuit superintendent was required to hold a teachers' institute in the several counties of his district whenever he could assemble 10 teachers for that purpose. Teachers' certificates issued by circuit superintendents were of 3 grades: the first valid in the district for two years; the second, in the county for one year; the third, in the county for six months.

CHANGES IN THE SCHOOL LAW.

In 1869 provision was made for graded schools in cities and towns. In 1871 the Arkansas Industrial University, with a normal department therein, was organized. In 1873 district taxation was limited to 5 mills on the dollar; county superintendents, elected by an annual convention of school trustees, were substituted for circuit superintendents; and the trustees of the Arkansas University were made the State board of education, whose legislative functions were discontinued. In 1874 a new constitution was adopted, which established a State school tax not to exceed 2 mills on the dollar in any year. In 1875 a law was passed changing the term of the State superintendent from 4 years to 2 and substituting county examiners for county superintendents, while district trustees were succeeded by district school directors, 3 for each school district, who were to hold office 3 years, 1 being changed each year. Public funds were to be apportioned to the counties in proportion to the number of resident persons 6 to 21, instead of 5 to 21. The State superintendent was given power to grant State teachers' certificates on examination, good during the life of the holder unless revoked for cause, and county examiners were to issue three grades of certificates, the first valid in the county for 2 years, the second for 1 year, and the third for 6 months. District taxation was left with its former restriction of 5 mills on the dollar and the old poll tax of $1 on each citizen was continued.—(School laws, 1868–1876.)

KINDERGÄRTEN.

No institutions of this class are known at this Bureau to have existed in Arkansas in 1879–'80.

AID FROM PEABODY FUND.

The assistance afforded by the Peabody fund to public schools in the impoverished Southern States was in none more appreciated or more stimulating to home effort than here, beginning as it did soon after the school system authorized by the constitution of 1868 went into operation. In 1870, aid amounting to $9,300 was given the public schools in 14 towns and cities; 10 towns and cities shared in 1871 the sum of $8,600, the Journal of Education receiving $200 and the Colored Asylum of Clarendon $600, a total for the year of $9,450; in 1872, 12 towns received $10,250 and the Journal of Education $200, making $10,450 for the year; in 1873, 7 towns received $9,500; and in 1874, 7 towns received $8,400. In 1875, most of the public schools being suspended, little if any aid could be afforded. In 1876, 2 cities received $2,800; in 1877, 7 received

$6,300; in 1878, 10 received $6,000; in 1879, 9 received $5,600; and in 1880 there is a record of $2,500 given in aid of normal institutes, making a total expenditure from the fund since 1870 of $70,300 in aid of education in this State.—(Peabody trustees' reports.)

CITY SCHOOL SYSTEM.

LITTLE ROCK.

Officers.—A board of school directors of 6 members elected for three years (2 going out each year) and a superintendent appointed by the board.

Statistics.—Estimated population of the city in 1879–'80, 18,000; children of school age (6-21), 6,169; enrolled in public schools, 2,503; average daily attendance, 1,655; number of teachers employed, 32; total expenditures for public schools, $28,264.

A graded system of schools was first adopted here in 1869. Since then the number of pupils in attendance has increased from 960 to 2,503. The establishment of the system at that time was disapproved by a large number of the taxpayers and prominent citizens, but all such opposition has disappeared. The schools are in a flourishing condition, and are becoming more efficient and popular every day. They are classed as primary, grammar, and high, each embracing 4 grades or years. In the high schools Latin and German form a part of the course, but are optional. The Sherman High School (for whites) graduated 12 pupils in 1880; the Union High School (for colored pupils), 5.—(City report and return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

Provision was made for training teachers in a normal department of the Arkansas Industrial University on the first organization of that institution in 1872, and in 1875 a branch normal school was opened at Pine Bluff for the benefit of colored students. In each of these schools there are 237 State scholarships, entitling the holder to 4 years' free tuition. The normal course in both schools covers 4 years; there is one preparatory year in the school for whites, and in that for colored, 3 preparatory years. In the latter the grade is being gradually raised, and the advancement of the students is said to be considerable; the attendance during 1879–'80 was 126. The students in the normal department of the university were not distinguished from the others in either the catalogue or return for 1879–'80. Here, in addition to the branches taught, students are trained in methods of teaching and of leading pupils to think and investigate for themselves, and in the organization, grading, and government of schools; they are also taught the duties of teachers as prescribed by law.

Judson University, Judsonia, reports as part of its curriculum a normal course from which there were 5 graduates in 1879, and at St. John's College, Little Rock, there is a summer normal school of three weeks.—(Catalogues and returns.)

TEACHERS' INSTITUTES.

Statistics of the institutes held during 1879–'80 have not been received, but an official circular of the State superintendent, issued in September, 1880, announces such meetings to be held in 4 different judicial districts during the 3 months following. The superintendent also says that the 16 institutes already held since the beginning of his official term (November, 1878) had been a powerful agency in removing public apathy in respect to the schools, in disarming opposition to them, and in inspiring teachers with a nobler conception of their vocation.—(Arkansas School Journal, November, 1880.)

SCHOOL JOURNAL.

In November, 1880, appeared the first number of a new educational publication, intended to promote a warmer interest in the school system of the State. It is called the Arkansas School Journal, presents a fair appearance, and is earnest in its advocacy of good schools, thorough teaching, and reasonable remuneration for teachers.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The Sherman High School (for whites), Little Rock, reports for 1879–'80, through its principal, an improvement in its teaching force and a good moral tone among the pupils. The principal defect mentioned is the low standard for admission. Statistics of attendance show an average enrolment of 77, an average belonging of 71, and an average attendance of 67, under 3 teachers, the graduates for the year numbering 12.

The Union High School (for colored pupils), Little Rock, opened for the year with an enrolment of 29, increased to 55 during the fall term, and added 3 in the spring term, making the entire enrolment for the year 58. Of this number 40 remained at the close of the year and 5 were graduated.—(City report for 1879–'80.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, IX, and X of the appendix. For summaries of the statistics of such for the State, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR BOTH SEXES.

The five institutions of collegiate rank reporting are open equally to both sexes. They are the *Arkansas Industrial University*, Fayetteville; *Arkansas College*, Batesville; *Cane Hill College*, Boonsboro'; *Judson University*, Judsonia; and *St. John's College*, Little Rock. All have preparatory departments of from 2 to 5 years, and have collegiate courses marked out, although at Cane Hill College no students were reported for 1878–'79 except in the preparatory department, and at Judson University all not in preparatory were pursuing special scientific and normal studies. In 1879–'80, however, there were 16 in college classes in the former and 17 in the latter. All but Arkansas College included some provision for scientific study, 2 (the State University and Cane Hill) presented courses in engineering, and 3 had commercial courses; all taught music, and Cane Hill College (which offered a special 3 years' course for women) added painting and drawing.

Three of these institutions have been organized during the last 10 years: the Arkansas Industrial University in 1871, Arkansas College in 1872, and Judson University in 1875. The Arkansas Industrial University, established in response to the congressional grant of 1862 for the benefit of agriculture and the mechanic arts, was opened in January, 1872, in temporary frame buildings capable of accommodating about 100 students, and such was the rapid increase in attendance that before the close of the first year it was necessary to erect additional temporary buildings. The permanent ones were not completed till 1875. During the first year of the university there was a freshman class of 16 young men and women, a normal class of 15, and 221 in the preparatory department. For the year 1879–'80 the total number of students enrolled was 420, of whom 148 were in collegiate classes. The plan of organization adopted in 1873 included 4 distinct colleges in the university proper (with 13 subordinate schools), viz: (1) the college of agriculture, (2) the college of engineering, (3) the college of natural science, and (4) the college of general science and literature, the last including schools of English and other modern languages and literatures, of ancient languages and literature, and of mathematics. A musical department has since been added, including instruction on the piano, violin, and guitar; also, a school of drawing and painting, provision for graduate study, and, in 1879–'80, a medical department.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Arkansas Industrial University* has from its first organization in 1872 presented courses of 3 years in general science, in agriculture, and in engineering. The same amount of preparatory study is required for each: students must pass an examination in the common English branches, in algebra to equations of the second degree, and in French and German, as taught in the last two years of the preparatory department. *Judson University* and *St. John's College* gave instruction in 1879–'80 in general scientific studies, the former in a course of 3, the latter in one of 4 years, while at *Cane Hill College* there was a 3 years' course in engineering.—(Catalogues.)

PROFESSIONAL.

The medical department of the Arkansas Industrial University, at Little Rock, organized in 1879–'80, is the only school for professional instruction reporting. Commodious and comfortable buildings have been secured for the use of the school, and a public hospital affords ample material for clinical instruction in medicine and surgery. The requirements for graduation are those insisted on by the American College Association, 3 years' study of medicine, including 2 courses of lectures. There is also a voluntary graded course of 3 years, which students are advised to take instead of the other.—(Catalogue, 1879–'80.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Arkansas Deaf-Mute Institute, Little Rock, was established by the State in 1868. Pupils are received here between 9 and 30 years of age and are provided for at public expense, with the exception of clothing and travelling expenses. The instruction is given principally by the sign method; articulation and lip reading are taught

incidentally to those who retain some speech after losing hearing. The common English branches are taught; also, coopering, shoemaking, outdoor work, domestic work, and sewing and dressmaking. Eighty pupils were under instruction during the 2 years 1879 and 1880, of whom 48 were boys and young men.—(Sixth biennial report.)

EDUCATION OF THE BLIND.

The Arkansas Institution for the Blind, Little Rock, was established by the State in 1859. Sustained by public funds, the institution is neither an asylum for paupers nor a hospital, but a school where the young blind of the State are received for a term of years and carefully instructed and trained in the hope of making them useful and self sustaining citizens. The studies of the literary department embrace the common English branches, natural philosophy, algebra, and geometry. Music is taught, both vocal and instrumental, the latter including the use of the piano and organ. There is also a class in piano tuning. In the industrial department better work was done during 1879 and 1880 than ever before and the training was more thorough. The employments are broom and mattress making, cane seating, fancy work, and sewing. According to law, all the blind of the State of suitable character and capacity between 6 and 26 are entitled to the privileges of the institution, including tuition, board, washing, medical attention when sick, and the use of books without charge. Practically, however, the number received is limited by a lack of funds for their support. Not more than 36 were in attendance at any one time during the last 2 years, the average number being 33. In September, 1880, there were 32, making 139 since the opening of the school. Many others sought admittance, but could not be received because the legislative appropriation was not sufficient for more than 33.—(Tenth biennial report.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The State Teachers' Association held an interesting and successful session of three days, beginning June 29, 1880, at Little Rock, about 200 representatives from all parts of the State being present. After an address of welcome by Superintendent Fisher, of Little Rock, and reply by I. L. Burrow, Professor W. P. Gates, the president, delivered the opening address. Mr. Jesse Peoples, of Quitman, gave an address on "What are the relations, powers, and duties of teachers to their pupils?" Professor N. Johnson, of Little Rock, a paper on "What shall our children study?" which was discussed by a number of persons. Professor J. C. Corbin, of Pine Bluff, read a paper on "The relation of the State normal school to the public school system;" Professor H. C. Hammond, one on "Deaf-mute education;" Professor Gordon, of Fayetteville, one on "Teaching without text books;" and Miss Ida J. Brooks one on "Woman as an educator." In the evening of the second day, Superintendent J. C. Greenwood, of Kansas City, addressed the association on "Ungraded schools;" and Rev. Dr. Fitzgerald, of Nashville, read a paper on "Education in the South." The next day, Professor Gordon's paper on teaching without text books was discussed; an address was delivered by Dr. W. T. Harris, of St. Louis, on "The press as an educator;" also, one by Professor Joynes, on "The study of English;" and after closing remarks by Hon. J. L. Denton the association adjourned.—(New-England Journal of Education, July 22, 1880.)

OBITUARY RECORD.

PROFESSOR JOHN B. GORDON.

According to the New-England Journal of Education of October 28, 1880, Professor Gordon, a civil engineer and bachelor of science of the University of Virginia and for two years preceding his decease professor of mathematics and engineering in the Industrial University at Fayetteville, died at that place September 12, 1880. No further particulars have been received.

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES L. DENTON, *State superintendent of public instruction, Little Rock.*

[First term, November 2, 1878, to November 2, 1880; second term, November 2, 1880, to November 2, 1882.]

Preceding incumbents were Hon. Thomas Smith, 1868–1872; Hon. Joseph C. Corbin, 1872–1874; Hon. B. B. Beavers, secretary of state and acting superintendent of public instruction, 1874–1875; Hon. George W. Hill, first by choice of the general assembly, December 18, 1875, and by election, November 2, 1876, to November 2, 1878.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age *a*	130,116	137,351	141,610	159,717	171,563
Number of these in public schools.	83,628	92,784	97,681	105,890	116,896
Number between 5 and 21 enrolled.	91,332	94,720	107,593	120,240	130,930
Average daily attendance	64,296	65,700	69,461	72,283	78,027
Enrolled in private schools	15,524	13,787	12,507	14,149	15,021
Not attending any school	29,459	30,780	31,422	39,678	39,646
DISTRICTS AND SCHOOLS.					
Number of school districts	1,326	1,395	1,462	1,512	1,579
With good accommodations	.....	.....	.....	1,146	1,320
With sufficient grounds	.....	.....	.....	1,370	1,509
With well ventilated schools	.....	.....	.....	1,443	1,553
With well furnished schools	.....	.....	.....	531	621
Well supplied with apparatus	.....	.....	.....	296	382
Number of first grade schools	246	318	465	718	875
Number of second grade schools	546	643	761	737	770
Number of third grade schools	725	693	642	550	545
Whole number of schools	1,550	1,654	1,868	2,005	2,190
New school-houses built	125	124	126	99	175
Average time of school in days	123	128	123	127	149
Valuation of school property	$3,362,580	$3,822,663	$4,057,415	$4,436,142	$5,068,678
TEACHERS AND THEIR PAY.					
Male teachers in public schools	820	881	882	957	1,033
Female teachers in same	1,232	1,420	1,454	1,495	1,660
Whole number of teachers	2,052	2,301	2,336	2,452	2,693
Number holding life diplomas. Holding educational diplomas. Number with first grade State certificates.	.....	.....	.....	1,287	1,485
Number with second grade	.....	.....	.....	763	802
Number with third grade	.....	.....	.....	402	406
Teachers who are graduates of normal schools.	.....	.....	.....	512	516
Average monthly pay of men	$74 58	$80 82	$84 28	$83 82	$84 93
Average monthly pay of women	60 69	66 33	63 37	65 20	68 01
INCOME AND EXPENDITURE.					
Whole income of public schools *b*	$1,884,587	$2,131,785	$2,551,779	$2,510,670	$3,390,359
Whole expenditure for them	1,713,431	1,881,333	2,113,356	2,111,155	2,658,241
STATE SCHOOL FUND.					
Amount of available fund	.....	.....	.....	.....	.....

a School age 5–15 until 1874, when it was changed to 5–17. Under the amended law of 1880 the public schools are free to youth between 6 and 21, but the basis of apportionment remains the number annually returned as from 5–17.

OF CALIFORNIA—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.		Increase or decrease since 1870-'71.	
184,787	200,067	205,475	216,404	215,978	D.	426	I.	85,862
126,220	135,335	138,597	144,806	148,885	I.	4,079	I.	65,257
140,468	142,658	154,064	156,769	158,765	I.	1,996	I.	67,433
83,391	89,539	94,696	98,468	100,966	I.	2,498	I.	36,680
14,625	15,344	15,310	15,432	14,953	D.	479	D.	571
43,023	49,035	50,674	56,369	52,140	D.	4,229	I.	22,681
1,742	1,828	1,929	1,999	2,063	I.	64	I.	737
1,410	1,414	1,510	1,631	1,719	I.	88	.....	.....
1,529	1,636	1,732	1,763	1,900	I.	137	.....	.....
1,594	1,060	1,723	1,845	1,899	I.	54	.....	.....
804	785	946	977	1,000	I.	23	.....	.....
488	488	446	590	646	I.	56	.....	.....
964	914	1,003	999	958	D.	41	I.	712
817	983	972	1,081	1,241	I.	160	I.	695
556	627	619	663	604	D.	59	D.	121
2,336	2,485	2,578	2,743	2,803	I.	60	I.	1,253
99	112	126	122	73	D.	49	D.	52
144	145	144.2	149	146.6	D.	2.4	I.	23.6
$5,631,496	$5,933,244	$6,343,370	$6,857,389	$6,914,303	I.	$56,914	I.	$3,551,723
1,129	1,184	1,192	1,236	1,208	D.	28	I.	388
1,853	1,983	2,101	2,217	2,387	I.	170	I.	1,155
2,982	3,167	3,293	3,453	3,595	I.	142	I.	1,543
		336	476	635	I	159	.....	.....
1,814	1,088	417	489	446	D.	43	.....	.....
		657	690	622	D.	68	.....	.....
753	281	299	410	329	D.	81	.....	.....
309	138	113	153	44	D.	109	.....	.....
526	610	490	596	463	D.	133	.....	.....
$85 00	$83 78	$83 95	$82 13	$80 26	D.	$1 87	I.	$5 68
68 15	69 68	68 24	66 37	64 73	D.	1 64	I.	4 04
$3,302,605	$3,610,163	$3,820,661	$3,653,799	$3,573,108	D.	$80,691	I.	$1,688,521
2,858,601	2,749,729	3,155,815	3,010,907	2,864,571	D.	146,336	I.	1,151,140
.....	.....	$2,011,800	.....	$2,006,800	.....	.....	.....	.....

♭ Includes balance on hand generally.

STATE SCHOOL SYSTEM.

OFFICERS.

These, for the ten years, have consisted of a State superintendent of public instruction; a State board of education, which has the superintendent as secretary and which acts as a State board of examination; county superintendents of schools, with county boards of education acting as county boards of examination; city superintendents, city boards of education and of examination; and school district trustees, 3 for each rural district, serving each for three years, with annual change of 1. State and county boards of examination existed until 1880; now the boards of education act as such. While it was formerly obligatory to have a city board of examination, now the matter is optional. By act of March 12, 1874, women were made eligible to all school offices except those from which they may be debarred by the constitution.

OTHER FEATURES OF THE SYSTEM.

To sustain the public schools there is State, county, and district taxation; the State school tax increased from 10 cents on each $100 in 1870 to 26 cents in 1879; the county school tax, which from 1870 to 1874 was not to exceed 35 cents on each $100 of taxable property, had for its maximum 50 cents in 1880; the district tax (maximum 70 cents for building purposes and 30 cents for other school purposes) remained unchanged. The State school funds employed for schools of first, second, and third grade are now used for the primary and grammar grades, the higher schools allowed by law being sustained by their respective communities. Until July 1, 1875, no school district was to receive its apportionment of school moneys unless the schools were maintained at least 3 months during the preceding school year; from that date 6 months is the minimum. The schools are required to be non-sectarian; the text books, selected by the State board of education from 1870 to 1879, are now chosen by local boards; the course of instruction continues to include the elements of book-keeping, industrial drawing, manners and morals, and physical exercise; the teachers, who were always required to be properly licensed, must, by the law of 1880, be 18 years of age or over, the examination of local teachers being now transferred from the State board to local boards. The education of Indian children and those of African descent was provided for in separate schools, but whether this law remains in force is not clear. The number of school children is determined by an annual census. In 1870 the schools were free to children 5–21 years of age, while the basis of apportionment was 5–15. In 1874 the basis of apportionment was changed to 5–17, and a law of 1880 changed the school age to 6–21 (all between these ages to be admitted to the schools free). The legislature of 1873–'74 passed an act to enforce the educational rights of children, but this has remained little more than a dead letter. From 1874 male and female teachers were to receive the same compensation when holding like grades of certificates, but the plan does not seem to have been fully carried out. The public school system in 1880 includes primary, grammar, high, evening, technical, and normal schools. A State university, free from all political or sectarian influences and open to both sexes on equal terms, complete the system. At least one college of agriculture and mechanic arts is to be sustained by the revenue from the agricultural college grant. District libraries are, as heretofore, supported by a percentage of the State school fund.—(School laws.)

GENERAL CONDITION.

A comparison of the statistics for 1878–'79 and 1879–'80 shows that with a decrease in school population there was an increase in enrolment and attendance, as well as a diminution in the number of children out of school or in private schools. There were more school districts, more schools surrounded by ample grounds, more with well ventilated buildings, more supplied with good apparatus. With the larger number of schools there was a decrease in those of first and third grade, the second grade increasing by 160. An increase in the number of teachers was noticed, but a slight decrease in the average salary paid. There were more holders of life diplomas, but fewer teachers holding educational diplomas, or first, second, and third grade certificates. While the schools were taught on an average 2.4 fewer days than in the previous year, they were kept open longer than for ten years, except the years 1874–'75 and 1878–'79. Reports from the different county superintendents indicate progress generally in school matters, yet in some cases the new law is a source of grievance to these county officers. Others are giving the law a fair trial, but are not yet certain of its effect on the schools of their counties.—(State report for 1879–'80.)

RÉSUMÉ OF THE SCHOOL SYSTEM FOR TEN YEARS.

In 1870–'71, a just and liberal administration of public school affairs was reported, and as a result of voluntary taxation voted by the people an enormous amount was added to school property. The educational development of the State was also said to keep pace with the growth in wealth and population. Yet while in the centres of wealth and population the children had the advantage of a full school year's instruction, with the best facilities for learning, the school system did not meet the wants of the more remote and sparsely settled districts, many of these only maintaining schools from 3 to 6 months in the year. To remedy this evil the taxation of all property in the State for educational purposes was proposed. In 1873 it was noted that the attendance at private schools had decreased 21.08 per cent. in the eight years previous, a total of 15,294 children being transferred from private schools to public schools during that period. There was, however, trouble from non-attendance and truancy, the non-attendance in 8 years being reduced only 3.38 per cent., while truancy increased 7.35 per cent. Complaints were made of the school revenue law in 1872–'73, as, with an increase over 1870–'71 of 9 per cent. in census children, the school fund increased only 1.5 per cent. The liberality of communities alone kept up the schools, the citizens taxing themselves 10.48 per cent. more in 1872–'73 than in 1870–'71, the State raising 12.94 per cent. more. The reports from 1873 to 1875 were as follows: A great advance in the number of high and grammar schools and of schools where high grades of studies were taught in addition to those of lower grades; more teachers holding high grade certificates; better salaries paid to lady teachers; a greater amount of funds spent for school apparatus, one-half of the districts being partly supplied; the school terms lengthened; many new school districts; new school-houses; and more schools maintained from 6 to 8 months. A steady decrease in the number of children attending private schools was also noticed, the percentage going down from 29.92 in 1866 to 8.75 in 1875. In the year 1874, for the first time in the history of the State, every district received funds for at least a 6 months' school, and all but 34 districts kept them open at least that length of term. Previous to this, short school terms were the rule, while in 1875 about 50 per cent. of the districts maintained an 8 months' school. The amount of school money raised by State tax was quadrupled and the manner of apportionment was also changed, the needs of the district being taken into consideration rather than the number of children. The evils of non-attendance and truancy still continued, but a compulsory education act, which went into effect in July, 1874, was said at the time to exert a great moral influence, yet it was later proved to be inefficient. From 1875 to 1877 better qualified teachers and these more earnest in their work than at any time in the history of the State were reported. From those years on, general progress in school affairs is noticed.—(State reports.)

KINDERGÄRTEN.

The first Kindergarten in this State was established by Miss Emma Marwedel, at Los Angeles, in 1876. This school was afterwards removed to Oakland, then to Berkeley, and in the summer of 1880 to San Francisco. In 1877 there were 3 Kindergärten reported, at Brooklyn, Los Angeles, and Santa Barbara. This last was afterwards closed. In 1878 the number increased to 5, among them a free school in San Francisco. In 1879 there were 7 schools at Berkeley, Los Angeles, and San Francisco, 2 in the latter city being free.[1] In 1880 the number had increased, as there were 5 free Kindergärten in San Francisco in addition to regular schools of this grade there and elsewhere, the names and statistics of which will be found in Table V of the appendix. A free Presbyterian Kindergarten was reported at Oakland, and the school board of San Francisco had established an "experimental" free public Kindergarten. Instruction in the Fröbel method has also been given in the Little Sisters' Infant Shelter at San Francisco and in the Institution for the Deaf and Dumb at Berkeley.—(Returns, Kindergarten Messenger, and Pacific School and Home Journal.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Each city of the State has a board of education, with a superintendent of public schools, and each one may have a board of examination. In San Francisco the superintendent is allowed a deputy, who does a large part of the supervisory work.—(Laws, 1880.)

[1] The first charity Kindergarten in this city was established in 1878. It is conducted by Miss Katharine D. Smith, and is said to be a marvel of systematic discipline. Out of this grew a second free school, established in the poorest part of the city. It is under the immediate charge of Miss Mary Kilridge (Miss Reed teacher until March, 1880), assisted by Mrs. S. B. Cooper's Bible class of young ladies. This Kindergarten also shows earnest and successful work.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Los Angeles	11,311	a2,612	1,522			
Oakland	34,556	a6,106	5,838	5,025	129	$167,705
Sacramento	21,420		3,530		86	
San Francisco	233,956	53,894	b36,163	c27,438	d355	875,448
San José	12,567					
Stockton	10,297	2,182	2,031	1,298	33	37,120

a Between 5 and 17 years of age.
b Exclusive of 2,157 in evening schools.
c Exclusive of 712 in evening schools.
d Exclusive of 31 in evening schools.

ADDITIONAL PARTICULARS.

Los Angeles also reported 385 pupils in private schools and 1,289 in no school; the schools in a prosperous condition; school property valued at $101,200; primary, grammar, and high school divisions, the course covering 11 years in all; and the majority of the teachers possessors of first grade certificates.—(Pacific School and Home Journal.)

Oakland reports primary, grammar, high, and evening schools; 19 school buildings, with 6,200 sittings for study; special teachers of music and drawing; school property valued at $36,600; the schools taught 202 days; 800 pupils enrolled in private schools; and 1 evening school, with 2 rooms for both study and recitation and 83 sittings for study.—(Returns.)

Sacramento reports its public school system on a firm foundation and under the management of experienced officers. The 13 school buildings range in value from $1,500 to $90,000, their aggregate worth being estimated at $280,000. The schools consist of 1 high, 2 grammar, and a number of ungraded schools. Ten out of the 13 schools are controlled entirely by women. An evening school is open about 5 months in the year. There are also 7 private schools reported.—(Pacific School and Home Journal.)

San Francisco reports 2 high, 14 grammar, 39 primary, and 4 evening schools; 64 school buildings owned by the school department, and contracts for five frame buildings entered into; total valuation of school property, $3,073,000; special teachers in drawing, music, book-keeping, and the languages; 13,678 volumes of miscellaneous books in the school libraries; and 19,713 text books. The new course of study includes physiology in the grammar grades and gives 2½ hours a week to book-keeping in the first grade. An experimental Kindergarten was inaugurated in connection with the public school system during the year, the teaching therein to be preparatory to the lowest primary grades. For the first time in years a separate examination was required for admission to the high schools, the result of which was to send in a better junior class than for some time previous. The normal class,[1] organized in 1876 to prepare high school graduates for teaching, is said to have reached a point where a regular training school of at least four classes ought to be established. The cosmopolitan schools, in which French or German (or both) is taught were for the year 6 in number. They had a total of 2,065 pupils studying German and 438 French. The evening schools enrolled 2,157 pupils; average attendance, 712; teachers, 31. Spanish was introduced during the year; drawing and book-keeping were continued.—(City report, 1880.)

San José reports a school-going population of 4,000 and upwards, many of them, however, in private schools. The public school buildings are said to be exceptionally well built, large, and handsome, with spacious grounds. In some of the ward schools there are half day classes, the same teachers giving their attention to one grade in the morning and to another in the afternoon. There were 7 private schools reported, all in good condition.—(Pacific School and Home Journal.)

Stockton reports 8 school buildings, valued, with sites, furniture, and apparatus, at $135,236; primary, grammar, and high schools; 31 rooms in all, and 1,954 sittings; special teachers of music and penmanship; 198 school days taught; and 117 pupils in private or parochial schools.—(Return.)

[1] The daily attendance of one or more members of this normal class at Miss K. D. Smith's Kindergarten is a noticeable feature. They assist in the teaching and learn the Fröbel system. A course of lectures on Kindergarten work is also given to the class by Miss Smith.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

This school (established on its present basis in 1870 at San José after having been from its foundation in 1862 at San Francisco) reported in 1879–'80 a slight diminution in attendance, mainly in the lower classes. There were, however, 468 pupils enrolled, 200 of these new pupils admitted on examination. A class of 45 was presented for graduation with full diplomas, and a class of 44 became entitled to elementary diplomas. The loss of the school building (February 10, 1880), now well repaired, only caused one day's interruption in school work, although there was a loss of two months' practical work in the training school. The full course, which was 2 years until 1876–'77, now occupies 3 years.—(State reports and catalogues.)

NORMAL SCHOOL FOR KINDERGARTEN TEACHING.

The Pacific Kindergarten Normal School, for the training of primary teachers, was first established by Miss Emma Marwedel at Los Angeles. It was in 1880 in San Francisco, where a large class of young ladies, 70 in all, were preparing to be teachers. It reports 1 resident teacher, with 6 non-resident instructors and lecturers, and 8 graduates for 1879–'80, all these last engaged in teaching.—(Return and San Francisco report for 1880.)

OTHER NORMAL TRAINING.

A normal class was organized in 1876 in connection with the Girls' High School in San Francisco. In 1879–'80 there were 98 enrolled, 76 examined, and 70 graduated from this class. Special courses for ladies and gentlemen desiring to adopt the profession of teaching were found in 1879 and in 1880 in the Pacific Methodist College, Santa Rosa, and in Hesperian College, Woodland.—(Reports and catalogues.)

TEACHERS' INSTITUTES.

Teachers' institutes seem to have been held in some of the counties in 1870–'71, but an act passed in 1871 or 1872 did away with these meetings. The law of 1874, however, required the annual holding of at least one institute in every county with ten or more school districts. Such institutes were doubtless held from year to year, but full particulars were not reported before 1878. In 1879–'80 favorable accounts were received of the meetings held in 31 counties. The institutes averaged 3 days; 4 counties lengthened their sessions to 5 days, and 6 counties to 4 days. There were 1,586 teachers present, and $2,180 were drawn from the unapportioned county fund for these meetings.—(State reports and school laws.)

EDUCATIONAL JOURNALS.

The California Teacher was conducted under the auspices of the State Educational Association from its establishment in 1863 until 1873. From that time until 1876 it was the organ of the State superintendent. The journal depended largely on a State subscription, the withdrawal of which in 1876 caused its issue to cease in April of that year. During 1875 the Los Angeles Schoolmaster touched upon the educational interests of Southern California. Nothing further is known of this paper. In March, 1877, the Pacific School and Home Journal was started in San Francisco as a monthly publication. It continues to give efficient aid to the educational interests of the Pacific coast.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There was in this year an enrolment of 4,855 pupils in the high school or advanced grade. This was a diminution of 16 from the number reported in 1879. The number of high schools is not given. Oakland graduated 46 pupils from its high school in 1879–'80. This school is said to have matriculated more pupils into the State University than any other on that coast. The Sacramento High School reported some 90 pupils in attendance during the year.

The Girls' High School in San Francisco graduated 205 pupils in 1880; more than two-thirds of the pupils in this school prepare for teachers' positions. In the boys' school of this grade the classical course was lengthened one year, and the study of technical English grammar was dropped from the English course. The courses then stood: English, 3 years; classical, 4 years. The graduates were, from the former course,

22; from the latter, 13. The school at Los Angeles graduated 15; the Stockton school, which takes a high rank, graduated 5 pupils in 1879–'80.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges or universities, see Tables IV, VI, VII, and IX of the appendix following, and the summaries thereof in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of California*, Berkeley, organized in September, 1869, was in 1870–'71 composed of 5 colleges, 4 of arts and 1 of letters. A preparatory class was spoken of in 1871–'72, but this was discontinued in July, 1872. The colleges of letters, science (including agriculture, engineering, and chemistry), and medicine were in full operation in 1873. The College of Mining was organized in 1874–'75, and the California College of Pharmacy, which entered on its third year of existence in 1875, seems to have been affiliated with the university at about that date. The law school was organized in 1878 and a school of dentistry in 1879–'80. There were 268 students in the colleges of science and letters in 1879–'80. The classical and literary courses, 4 years each, embrace a liberal course of instruction in language, literature, and philosophy. A course of industrial drawing is given in the sophomore, junior, and senior classes. German, French, and Anglo-Saxon enter into the college course; Spanish, Hebrew, Chaldaic, and Syriac are optional. Special instruction, by means of lectures and laboratory practice, in the subject of petrography (rock texture, rock morphology, &c.) is soon to be given. For the scientific and professional schools connected with the university, see the appropriate headings. By a deed between H. D. Cogswell, founder of the dental college, and the regents of the university, the sum of $3,600 a year is to be used for the maintenance of the "Cogswell chair of moral and intellectual philosophy,"[1] and a certain sum is to form the "Cogswell students' relief fund," for the benefit of students unable to support themselves during the collegiate course.—(State reports and university register.)

In June, 1879, Ex-Governor Downey, I. W. Hellman, and O. W. Childs gave 300 city lots in Los Angeles to be sold and the proceeds invested as an endowment fund for the University of Southern California. This university was incorporated August, 1880, under the law of this State, with a full university course of studies, degrees to be conferred on graduates. The university and corporation are to be under the control and management of the Methodist Episcopal conference of Southern California, but not to be sectarian in teaching. The building must be completed within three years.—(Semi-Tropic California.)

In September, 1880, Mr. R. H. McDonald, of San Francisco, proposed to give $100,000 in gold for the endowment of a "Christian University" in that city, provided a like sum be raised by five, four, or three other Protestant denominations. Whether this plan will be carried out remains to be seen.—(Daily Evening Bulletin, September 22, 1880.)

All the other colleges reporting were in existence in 1870, except California College, Vacaville, incorporated in 1871; Washington College, Washington, opened July, 1872; and Pierce Christian College, College City, opened in 1874. The latest information received indicated collegiate courses in all, commercial departments in several. Hesperian had a normal course and Pacific Methodist College reported a department of pedagogics in 1878–'79; while the University of the Pacific added to its regular courses a Latin-scientific course of 3 years and had a theological department in prospect.

For fuller information, see Table IX of the appendix, and the summary thereof in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the opportunity for the instruction of women in 5 of the colleges referred to above (the State University, California College, Pierce Christian College, University of the Pacific, and Washington College), there are various institutions for this sex alone. For information as to these, reference is made to Table VIII and its summary in the report of the Commissioner preceding.

[1] More recent news comes that Mr. D. O. Mills has also offered $75,000 to endow a professorship of mental and moral philosophy and civil polity.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The University of California initiates the student in the principles of modern science in its colleges of agriculture, mechanics, mining, engineering, and chemistry. About the same course of study is included in the first two years of instruction in each of these; in the third and fourth years particular attention is paid to the special studies of the college elected by the student. Special course students are received in the colleges of agriculture and chemistry and are not forbidden in the other colleges.

Particular attention to industrial drawing (the construction of machinery being the principal object) is given in the college of mechanics. In the college of mining a 2 years' graduate course leads to the degree of M. E.; a similar course in the college of engineering entitles to C. E. The graduate degrees of M. S. and PH. B. are also given to students completing the appropriate courses.—(University Register.)

Scientific courses are found in the majority of the other colleges of the State; the University of the Pacific adds a 3 years' Latin-scientific course to its curriculum.

PROFESSIONAL.

Theological instruction is given in the Bible department of Pierce Christian College, College City; in the Pacific Theological Seminary, Oakland, chartered in 1868, which has a 3 years' course and requires a collegiate education or like attainments for admission; and (with the same course and requirement) in the San Francisco Theological Seminary, chartered in 1872, which received in the latter part of 1880 the sum of $50,000 from Mr. R. L. Stuart, of New York City, as an endowment fund. In the University of the Pacific steps have also been taken towards the formation of a theological class, which is to be instructed by semi-weekly lectures on appropriate themes.—(Catalogues and The Pacific, December 1, 1880.)

Legal instruction was given in 1879–'80 to 159 students in the Hastings College of Law connected with the University of California. A 3 years' course is found in this college, and regular attendance on the exercises of the senior class is required to insure the receiving of a diploma. Applicants for admission to the first class must show sufficient knowledge to enable them to profit by the course of study, and a satisfactory examination is also a prerequisite to entering either of the other classes.—(University Register.)

Medical instruction in 3 years graded courses of five months in each year is to be had in the Medical College of the Pacific, and in the medical department[1] of the University of California, both "regular" schools in San Francisco. A matriculating examination is required in the former from 1880; graded studies and yearly examinations are found in both from 1879. In connection with the medical department of the university Dr. H. D. Cogswell establishes 4 chairs, viz, of anatomy, physiology, chemistry, and surgery.—(University Register and announcements for 1880.)

The *California College of Pharmacy*, at San Francisco, which is affiliated with the University of California although retaining its own organization, had 51 students in 1879–'80. The candidate for graduation must have had at least 3¼ years' practical experience, but he is not to receive a diploma until the completion of 4 years' service. Attendance on two full courses of lectures is also required.—(University Register.)

The *Cogswell Dental College*, connected with the University of California, was founded and endowed by Dr. H. D. Cogswell, of San Francisco, in 1879. The design is to have complete courses of instruction in the theory and practice of dentistry, the degree of doctor of dental surgery to be given at the termination of the course. Chairs of operative dentistry, mechanical dentistry, and regional anatomy and surgery are to be established. Women are to be admitted as well as men. Twelve free scholarships are to be endowed and a system of free dental operations is to be organized for those too poor to pay.—(University Register.)

For statistics of scientific and professional instruction, see Tables X, XI, XII, XIII of the appendix; for summaries of them, like tables in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The California Institution for the Education of the Deaf and Dumb and the Blind, Berkeley, was founded in 1860; in 1865 it was placed under State control, and in 1873

[1] The Toland Medical College was donated, in 1872–'73, to the State University, and became the medical department of that university.

it was reported that the inmates were clothed, as well as fed and taught, at State expense. The building was burned in January, 1875, and in reconstructing the institution a new plan was adopted, that of separate fire proof "homes" for from 40 to 50 persons each. Two such buildings were constructed. The pupils are trained in English branches, in Scripture lessons, and drawing; also in printing and gardening, sewing, and general housework. The statistics for 1880 are 111 pupils, 107 of them remaining in December, and 8 instructors.—(Reports and American Annals of the Deaf and Dumb, January, 1881.)

EDUCATION OF THE CHINESE.

The report for 1880 of the Woman's Union Mission of San Francisco seems to indicate that good work has been done in the 11 years since this mission was organized for the educating of Chinese women and children, yet lack of statistics renders it impossible to show to what point their success has extended. The report of the Presbyterian Mission indicates that all branches of the work have been continued as reported in the previous year. A day school in San Francisco numbered from 18 to 20. The average attendance in the evening school ranged from 65 to 80, and 3 teachers were employed besides the missionaries. The branch missions reported as follows: San José, whole number enrolled 110, average attendance, 18; Santa Rosa, 30 scholars, with an average attendance of 15 to 20. The Mission of the Methodist Episcopal Church had a large and efficient school and a home and reformatory for Chinese women. The American Missionary Association and the Baptist Chinese Mission both report schools in different sections of the State.

INDUSTRIAL TRAINING.

The San Francisco City and County Industrial School, which was organized in 1859, was turned over to the city of San Francisco in 1872. It admits persons under 18 years of age, and trains them in the elements of a common school education and in various industries. In 1879–'80 there were 474 inmates in the institution. In June, 1880, there were 105 boys and 60 girls remaining.—(Reports.)

TRAINING IN ART.

The San Francisco School of Design was organized in 1873, under the auspices of the San Francisco Art Association. Instruction is given in painting and drawing. No pupils under 14 years of age are admitted; those entering pay tuition fees, and any deficiency is made up by the art association. In 1879–'80 there were 65 pupils in attendance.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The first convention of this kind was held in San Francisco December 26–28, 1854, with about 100 persons present. In August, 1856, a similar meeting was held at Benicia, only about 60 members present. From that date until 1861, no mention is made of such meetings. On May 27, 1861, a State Teachers' Institute was organized in San Francisco. This institute discussed measures for the improvement of teachers in school methods and school work. Annual sessions were held until 1871, when, owing to the failure of the legislature to make suitable appropriations, there was a cessation of these meetings. In June, 1875, a State Teachers' Association was formed at San José. This body continues to hold annual sessions, the one for 1880, which met December 28–30, at San Francisco, being unusually successful. The attendance, while not particularly large, included many representative teachers. The president, Professor Norton, addressed the audience on "Joints in our armor;" Rev. C. C. Stratton, of the University of the Pacific, lectured on "Christian higher education," pleading for moral as well as intellectual culture; Ex-Superintendent A. L. Mann delivered an able address on Horace Mann; Professor Towle, of the Vallejo High School, read a paper on "Honest work in the essentials;" State Superintendent Campbell, one on "The State and higher education;" Miss Kate Fisher, of Oakland, one on "Proper reading for school libraries;" Miss Kate Smith replied to the enemies of the Kindergarten; Professor Sill, of the University of California, argued in favor of free high schools; and Mr. F. P. Perkins, in a paper on "Reading and libraries," showed the public library to be an important and proper piece of the great machine of education. Other papers were read, on "Needed reform in education" and on "The duties of teachers," and a lecture was given by Mr. John Muir, on "Alaska and its glaciers." Among the resolutions which were unanimously adopted were the following: That the legislature be requested to fix the salaries of county superintendents at a figure enabling them to devote their whole time to such frequent supervision of schools as is needed to secure the highest efficiency and economy; that only persons of the highest character and

capacity be selected to act as school teachers and members of boards of education; that in large cities members of boards of education be appointed rather than elected; and that a chair of the science and art of teaching be established in the State University of California.—(Pacific School and Home Journal, January and May, 1881.)

CHIEF STATE SCHOOL OFFICER.

Hon. FRED. M. CAMPBELL, *State superintendent of public instruction, Sacramento.*

[Term, 1880–1884.]

Other superintendents in the ten years have been Rev. O. P. Fitzgerald, 1868–1872; Hon. H. N. Bolander 1872–1876; Hon. Ezra S. Carr, 1876–1880.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.
POPULATION AND ATTENDANCE.				
Youth of school age a	7,742	10,133	14,417	19,309
Enrolled in graded schools	.....	.....	.....	.....
Enrolled in ungraded schools	.....	.....	.....	.....
Total number enrolled	4,357	5,389	7,456	11,276
Average daily attendance	2,611	3,042	4,172	6,508
Percentage of enrolment on school population.	.....	53	52	.....
Percentage of average attendance on enrolment.	.....	56	56	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts	160	198	243	290
Number of school-houses	80	105	125	157
Number of schools	120	138	180	253
Volumes in school libraries	652	1,259	1,566	.....
Valuation of public school property	$82,574	$103,266	$260,183	$337,895
Average time of school in days	92	106	111	97
TEACHERS AND THEIR PAY.				
Men teaching in public schools	80	78	107	139
Women teaching in public schools	84	101	134	169
Whole number employed	164	179	241	308
Average monthly pay of men	$69 00	$68 00	$62 00	$60 00
Average monthly pay of women	54 00	51 00	51 00	50 00
INCOME AND EXPENDITURE.				
Total receipts for public schools	$81,274	$75,927	$138,803	$205,765
Whole expenditure for them	67,395	101,682	141,374	199,765
STATE SCHOOL FUND.				
Amount arising from land sold	.....	.....	.....	.....
Amount paid in	.....	.....	.....	.....
Interest on available fund	.....	.....	.....	.....

a The school age was 5-21 until 1876, then 6-21.

OF COLORADO—1870-'71 TO 1879-'80.

1874-'75.	1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
23,274	21,962	21,612	26,473	29,738	35,566	I. 5,828	I. 27,824
.....	.....	.....	.....	8,508	10,377	I. 1,869	.....
.....	.....	.....	.....	10,263	11,742	I. 1,479	.....
12,552	14,364	14,085	16,641	18,771	22,119	I. 3,348	I. 17,762
7,343	.....	8,141	9,699	10,919	12,618	I. 1,699	I. 10,007
.....	.....	65	63	63	62	D. 1	.....
.....	.....	58	58	58	57	D. 1	.....
329	341	313	372	389	414	I. 25	I. 254
172	217	219	249	255	292	I. 37	I. 212
280	.....	.....	.....	.....	.....	.....	.....
.....	.....	1,583	2,883	3,260	3,642	I. 382	I. 2,990
$414,009	$504,248	$472,983	$474,771	$496,891	$682,410	I. $185,519	I. $599,836
116	100	108	91	.....	.....	.....	.....
172	176	233	226	255	247	D. 8	I. 167
205	225	297	341	338	431	I. 93	I. 347
377	401	530	567	593	678	I. 85	I. 514
$60 00	$60 00	$56 10	$49 90	$57 27	b$42 84	D. $14 43	D. $26 16
48 00	48 00	51 45	46 95	52 88	40 87	D. 12 01	D. 13 13
$247,179	$270,856	$245,145	$281,674	$309,499	$522,581	I. $213,082	I. $441,307
210,814	233,298	215,225	243,850	264,371	395,227	I. 130,856	I. 327,832
.....	.....	.....	$40,000	.....	$36,000	.....	.....
.....	.....	.....	12,541	.....	.....	.....	.....
.....	.....	.....	5,600	$5,918	9,765	I. $3,847	.....

b In ungraded schools; in graded schools men teaching received $101.75 and women $64.39.

STATE SCHOOL SYSTEM.

OFFICERS.

From the year 1861 there was a superintendent of common schools, the territorial treasurer serving ex officio as such, although the separate office of territorial superintendent of public instruction was not created till 1869. Formerly nominated and appointed by the governor with the consent of the council, since 1877 he has been elected by the qualified voters. County superintendents, elected by the people, have existed from the beginning of the school system. The constitution of 1876, when Colorado became a State, provided a State board of education, with a board of land commissioners for management of the school lands, and allowed women[1] the right to vote at school elections and to hold school offices in districts. It also provided that an educational qualification for electors might be prescribed after 1890. District boards of directors (up to that time composed of only 3 persons) were in the same year allowed to be composed of 6 for a population over 1,000, and a law was passed allowing the appointment of a committee of 3 members to attend to union high schools. The system, as thus constituted, includes the following officers: a State superintendent of public instruction, a State board of education, a State board of land commissioners, county superintendents of schools, district boards of directors of 3 to 6 members, and committees of 3 members (with the county superintendent as president) to attend to union high school districts. Women may hold school district offices and vote at school elections.—(School laws and constitution, 1876.)

OTHER FEATURES OF THE SYSTEM.

Prior to the entrance of this State into the Union, in 1876, the school laws differed in some minor details from the more complete arrangements growing out of the laws and constitution of that year. To that date the school age was 5–21; thereafter, 6–21. Union high schools were first established in that year. The school funds, from taxation,[2] fines, penalties, forfeitures, &c., were apportioned among the districts according to the children of school age enumerated. A law of February 12, 1876, however, gave one-half of the general school fund according to the aggregate attendance at school; the other half, according to the children of school age enumerated. The basis of apportionment from March 22, 1877, has been according to the number of children 6 to 21 years of age. According to the law of February 12, 1876, after September, 1877, districts would forfeit their share of the general school fund unless the schools were maintained 120 days in the preceding year. The constitution of March, 1876, changed this to three months (60 days), which still remains the rule. Teachers were and are required to have certificates of qualification or licenses from the proper authorities to entitle them to compensation for their services. As the law stands now, the counties, to receive their share of the public school funds, must have made the proper report to the State superintendent; the districts, as above stated, must have taught school at least 60 days during the preceding year, except that in new districts a year is allowed to pass before this provision goes into effect. Districts may vote to raise special funds for school-houses and other purposes, which must be kept separate from the State school moneys. The constitution forbids the teaching of any sectarian tenets or doctrines in the public schools and the making of any distinction or classification of pupils on account of race or color.[3] It also prohibits the use of public funds to sustain any educational institution of a sectarian character, and prohibits the requirement of any religious test or qualification as a condition of admission, either as teacher or student, to any such institution. Provision is made for high schools, for a State university, and for a State agricultural college. If teachers' institutes are held ($100 annually being allowed therefor in each judicial district), teachers attending receive their pay, even if their schools should be closed by order of the board of directors.

GENERAL CONDITION.

The State superintendent of public instruction, in his report for 1879–'80, indicates his belief that the best citizens are taking such an active interest in the public schools that no step backward will ever be taken; but that, in number and excellence, the schools will keep pace with the growth of the communities, and that, in the future, as in the present, in most Colorado towns, the most costly edifice will be the school building, the most precious institution the public school. Reports from the different counties indicate a general improvement in the buildings and grounds, and that many school buildings are in process of erection. The statistical tables show also decided advancement. There was an increase in youth of school age, in enrolment both in graded

[1] The question of female suffrage was decided as above by a direct vote of the people at the general election after the admission of this State into the Union.

[2] County taxation was, from 1870, 2 to 10 mills on the dollar; in 1880 it stands not less than 2 mills nor more than 5.

[3] Separate schools for colored children are found, however, through all these years.

and ungraded schools, in the average daily attendance, in the number of districts and school-houses, in the valuation of school property, in teachers, and in both receipts and expenditures for school purposes. Yet, with all this apparent progress, there are elements of weakness in the country schools which are due to the short terms, frequent changes of teachers, and inefficient teaching. These troubles are traced in the main to financial difficulties in the districts, caused by the small amount of the levy for school purposes and the failure to collect the levy; to carelessness or lack of interest of school officers and patrons, some schools not being visited from one year to another; to the few candidates from whom to select teachers; and to the distance of many children from school, which naturally prevents their regular attendance. Superintendent Shattuck thinks there can be no material change for the better in these country schools till the lands become more thickly settled, unless the change should come through the raising of the legal minimum mill tax levied by the counties for school purposes. This increase of the county levy would cause cities and villages to give more than they receive, but the poorer schools would be aided and the schools of the county would be supported mainly by the general fund instead of by special taxation. He also says that in the past the teachers have come in from other States, while now the graduates of the Colorado schools seek these places, and they need the training procured at normal institutes. Then he would have county superintendents more particular as to the reports sent in by the district secretaries, who, working without pay, are oftentimes very neglectful of the duties imposed upon them. A step in advance in the examination of teachers has been made since August, 1877, the questions for the quarterly examinations of teachers being now sent from the State superintendent's office to the different county superintendents. The results of this uniformity of examination seem to be satisfactory.—(State report.)

RÉSUMÉ OF THE SCHOOL SYSTEM FOR TEN YEARS.

The separate office of territorial superintendent of public instruction was created in 1869; previously, the territorial treasurer served ex officio in this capacity. In the earlier years reports from the county superintendents were frequently retarded or not sent in at all, but during 1870–'71 the people commenced to manifest much interest in the common schools and in a greater length of term, while as early as that year graded schools were in successful operation in Denver, Central, Blackhawk, and several other towns in the Territory. In 1872–'73 a great increase in school population, a growing interest in popular education, several costly school buildings in process of erection, and a tendency towards equality in teachers' wages were noticeable, in some districts the men even receiving less than the women. Still there was neglect of the school advantages offered, as only about 50 per cent. of the school children were in attendance during the 111 days of the school year. During the first five years of this decennary several schools for secondary instruction were instituted; the first regularly organized high school in the Territory was established at Denver (apparently in 1873–'74); two colleges, outgrowths of missionary labor, came into existence; the University of Colorado[1] became a fixed fact; the Territorial School of Mines, which, with these other colleges, admitted both sexes, was created; a theological school (St. Matthews Hall) began its work; and the deaf-mute institute at Colorado Springs was established. Moreover, the Territory was entirely free from debt, with a large surplus in the treasury, and it was stated in 1875 that the most ardent educational enthusiast ought to be satisfied with the progress made in the five years. In 1876 the standard of qualification required of teachers was raised, the value of school property materially increased, and the year was marked by a healthy growth of the school system. From that year on the public schools continued prosperous, and there was an evident desire to establish even more schools. Teachers' wages decreased somewhat from 1876 to 1878, but the tendency to equalize the salaries of men and women continued, the pay to be fixed rather by the amount and kind of labor than by the sex of the laborer. Reference to the statistical table shows a decided growth in enrolment, attendance, districts, teachers, volumes in school libraries, valuation of school property, and in receipts and expenditures for school purposes during the ten years.

KINDERGARTEN.

A Kindergarten was established in 1877 at Denver, with an attendance of 8 pupils. In 1879 it ceased to exist.

CITY SCHOOL SYSTEMS.

OFFICERS.

The public school system of Denver is under the control of a board of education of 6 members elected by the people for 3 years, 2 to be changed each year. The board chooses annually a city superintendent of schools.

[1]Although it did not open until 1877, land was secured in 1871, and in 1874 an appropriation of $15,000 from the legislature was received towards the erection of a building.

Leadville has also a board of education of 6 members, and a city superintendent. The Golden school district is under the management of a board of directors. The principal of one of the schools acts as superintendent of the district schools.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Denver	35,630	5,700	3,210	1,953	65	$107,352
Leadville	14,820	a 1,200	1,000	.....	18	.....

a In December, 1879.

ADDITIONAL PARTICULARS.

Denver reports 2,600 sittings for study in its 7 public school buildings, valued, with sites and furniture, at $403,000. Besides the enrolment in public schools, there were believed to be 500 in private and parochial schools.

Leadville reports progress from year to year in the schools, which were opened for the first time in July, 1877. Until within a few months one school building and a few rented rooms housed all the pupils, but in 1880 a fine central building, to cost $41,000, was erected for school purposes. In the summer and fall of 1879 five teachers were reported, which number increased to nine before the close of the school year. Eighteen teachers, one a special teacher of music, and 1,000 pupils were reported at the close of 1880. A general standard of excellence was also noticeable.—(Weekly Democrat, Leadville, January 1, 1881.)

Golden reports progress in school matters worthy of mention. The total enrolment in 1880 was 501 out of a school population of about 1,600; average belonging, 355; average attendance, 337. The directors report ample facilities for school work, schools approaching a high standard of excellence, good discipline in all departments, a schoolhouse costing $7,000 erected during the year, and a system of grading undertaken.—(Report of board of directors.)

TRAINING OF TEACHERS.

NORMAL COURSES.

Normal courses are found in the University of Colorado, Boulder, which reported 31 normal pupils in 1879–'80; in Colorado College, which had 4 classes in the normal school and required a knowledge of English grammar, geography, arithmetic, and orthography of those desiring admission; and in the high school at Denver, where teachers are trained for the city schools.—(Catalogues and reports.)

TEACHERS' INSTITUTES.

The school law provides for a teachers' institute in each judicial district, and that such meetings must originate in the expressed desire of twenty-five or more teachers, each institute to receive State aid to the extent of $100 annually. The State superintendent says that "no such institute has ever been held or ever will be." He gives as a reason that the county seats of any two counties are too far apart and the cost of travel too great to expect the teachers of such counties to unite in an institute.[1] He states, however, that the need of normal institutes increases from year to year, as graduates from the schools of Colorado are now seeking positions as teachers which used to be occupied by experienced instructors from other parts of the Union. Endeavors were made in 1878 to form such associations, and one institute was held in Leadville in September 1878, with 18 teachers present.—(Laws and State report.)

EDUCATIONAL JOURNAL.

In 1872 an act was passed naming the Colorado Monthly (published at Denver from the preceding year) as the official organ of the department of public schools of the Territory. This act took effect February 8, 1872, but the publication of the journal does not seem to have extended beyond 1873.—(Law, 1872.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

A table of statistics in the State report enumerates 166 graded schools in 12 counties, and Superintendent Shattuck states that all the graded schools have a high school

[1] Attempts seem to have been made to establish these meetings, for in 1870–'71 successful institutes were held in Arapahoe and Boulder Counties, and in 1875 one was held in Weld County.

course. Denver is, however, the only place of sufficient population to require a school of this grade with a full and entirely distinct faculty. This school offers 3 courses of 4 years each: a general course, an English classical, and a classical.

The Leadville high school reported a principal and an assistant teacher in the latter part of 1880 and an enrolment of 94 pupils. Good attendance and rapid advancement of pupils were mentioned. In Golden the high school course occupies 3 years and aims to give thorough instruction in the English branches, but does not include the study of languages.—(State and city reports and Leadville Weekly Democrat.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR BOTH SEXES.

The *University of Colorado*, Boulder, became an institution of the State under the constitution of 1876, and was placed under the control of six regents elected by the people. The act to establish this institution was passed in 1862, but it was only in 1877 that sufficient funds were placed to the credit of the university to allow a commencement to be made. The intention is to include classical, philosophical, normal, scientific, and legal courses in the instruction, and to have a department of physical sciences. In 1879–'80 there were 72 pupils in the preparatory classes, 31 in the normal, and 18 in the university proper — total, 121. The whole expenses for the two years ending October 1, 1880, were $23,899, the teachers receiving $15,290 of this amount.—(Catalogues and State report, 1879–'80.)

Colorado College, Colorado Springs, dates its organization from 1874. It has already established 3 general courses of study: an English normal, a preparatory classical, and a collegiate. There is also a mining and metallurgical course. Graduates of the Denver high school are received without examination; graduates of the preparatory school enter the freshman class without further examination. The establishment of a professorship of the English Bible is provided for in the endowment, and certain biblical exercises even now enter into the course.—(Circular for 1880.)

Denver University was incorporated in 1864, but after a few years' existence was closed. It was reëstablished in 1880, with two preparatory courses of 3 years each, a full collegiate course leading to the degrees of B. S. and B. A., special courses, and schools of painting and music; book-keeping, telegraphy, French, and German were taught. This first term was a successful one, and there were between 80 and 90 pupils under instruction.—(Prospectus and Western Christian Advocate, December 29, 1880.)

Evans University, Evans, a Presbyterian institution open to both sexes, was reported in 1874 and 1875. In the latter year it had 20 male and 15 female students in its preparatory department, but none in collegiate classes. Whether it is still in existence or has ever reached collegiate rank is unknown.

For detailed statistics, reference is made to Table IX of the appendix; for a summary thereof, to the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

This sex has equal opportunities with the men in the universities and colleges reporting. For any other institutions of collegiate rank especially adapted to women, reference is made to Table VIII of the appendix, and to a summary thereof in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State Agricultural College*, Fort Collins, was established by an act of the legislative assembly February 11, 1870. In 1876 its affairs were said to have been successfully managed, but it was not fully organized until 1878–79, its initial or preparatory term closing November 28, 1879. It has a 4 years' course, opens its doors to women, and requires for admission an examination in common school branches.—(Reports of the Commissioner of Education for 1878 and 1879 and circular for 1880.)

The *State School of Mines*, Golden, dates its charter from 1870 and its organization from 1874. It was reported to be in a flourishing condition in 1876, with 6 students in the school and 20 attending lectures. In 1877 it was reorganized as a free scientific school, and after January 17, 1878, it was to be supported by a State tax of one-tenth

of a mill on the dollar. In 1880 the legislature increased the regular appropriation, a new building was erected, and a complete reorganization and equipment were to follow. There are now two regular courses of study, in mining engineering and metallurgy, each covering 3 years. A satisfactory examination at the termination of either course entitles to a State diploma. No special examination for admission is to be required until 1880–'81.—(Circulars.)

Colorado College, Colorado Springs, has added to its other courses a mining and metallurgical department. There are also special courses, the finishing of which entitles to a certificate of competency. The regular course, leading to M. E., includes instruction in descriptive and theoretical metallurgy, mining engineering, historical and practical chemistry, analysis, assaying, geology, and mineralogy.—(Circular, 1879–'80.)

PROFESSIONAL.

There are no professional schools in this State. In 1870, Matthews Hall, a theological school of the Protestant Episcopal Church, was started at Golden. In 1875 it reported a 3 years' course, 3 instructors, and 2 students. In 1877 it was suspended, and on April 6, 1878, the building was destroyed by fire. No legal or medical schools have been established.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Institute for the Education of the Mute and Blind, Colorado Springs, was founded in 1874, and the legislature then appropriated $5,000 for its immediate use and levied a tax of one-fifth of one mill for its second year's maintenance. In January, 1876, the institution took possession of a new building erected on grounds donated by the Colorado Springs Company. The institute is supported by the State, and it offers free instruction to all deaf-mute or blind residents of the State between 4 and 21 years of age. The course of instruction covers 7 years and embraces the common English branches, United States history, drawing, articulation, and lip reading. The girls learn dressmaking and plain sewing; the boys, printing. A return for 1880 reports 3 instructors, 38 pupils (all mutes), and 53 mutes admitted since 1874. Lack of room had prevented the admission of the blind, but the legislature appropriated $20,000 for additional buildings and furnishings, so that hereafter the blind will be admitted.—(Return and former reports to this Bureau.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

On December 28, 1875, the first State Teachers' Association was organized in Denver by about 150 superintendents, teachers, and others. The sixth annual session took place in the same city on December 28–29, 1880. It was reported to be a very successful meeting. President J. H. Baker, in the opening address, referred to the great need of zeal in school work. Mr. W. S. Thomas, of Leadville, dwelt on the importance of a teacher's work. Superintendent Gove discussed Richard Grant White's attack on the school system, Messrs. Sewall and Haskill continuing the subject. The afternoon session was occupied by President E. E. Edwards, of Fort Collins, on "Education and the state," and by Miss Forbes, of Larimer City, on "The development of the faculties in primary work." In the evening, Rev. Mr. Herbert lectured on the benefits of culture to mankind. The subjects for the following day were: Methods of teaching elementary algebra, the education of women, and the development of faculties in primary work. Resolutions were adopted favoring the consolidation of the State University, the School of Agriculture, and the School of Mines into one institution, as by a concentration of the funds the cause of higher education would be benefited; suggesting the establishment of a chair of pedagogics in connection with the university, as more thorough normal training is needed; urging that the granting of State diplomas be placed in the hands of a committee to prepare questions for county boards and for examinations for State diplomas; and that the sciences be struck off the third class certificates; also demonstrating the need of a State reform school for boys. After the election of officers, the meeting adjourned.—(New-England Journal of Education and other sources.)

TEACHERS' CONVENTION.

An association of teachers met at Boulder April 1–2, 1880, but whether this was the State Teachers' Association or a more local assemblage does not appear. Papers were read on "Methods of teaching," "Methods of teaching percentage," "The Bible in our public schools," "The cooperation of parents in school work," "Cultivation of a literary taste," "A method in grammar," and "Method of teaching orthography and reading." Superintendent Cornell gave a lecture on "Our schools and school work."

Prof. J. A. Sewall spoke on "How to teach natural sciences." Mr. M. Bagly read a paper on "How shall we teach?" and an illustration of primary work in numbers was given by a class in charge of Miss Westover. The exercises were interspersed with music and recitations.— (New York School Journal.)

CHIEF STATE SCHOOL OFFICER.

Hon. JOSEPH C. SHATTUCK, *State superintendent of public instruction, Denver.*

[First term, 1876-1879; second term, 1879-1881.]

Preceding superintendents in the ten years were: Hon. W. C. Lathrop, February, 1870, to July, 1873, and Hon. Horace M. Hale, July, 1873, to November 13, 1878.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Children of school age (4–16)..	128,468	131,748	132,908	133,528	134,976
Enrolled in public schools.....	113,588	114,805	114,857	119,298	119,489
Average attendance, winter...	67,018	67,599	67,172	71,433	71,935
Average attendance, summer..	58,349	58,113	60,905	63,052	65,251
Per cent. enrolled in public schools.	88.50	87.14	86.41	89.34	88.53
Per cent. in all schools.....	95.23	93.99	92.83	95.65	95.30
Pupils in other than public schools.	8,754	9,029	8,529	8,422	9,145
Children of school age in no school.	11,947	13,512	.....	13,030	12,970
SCHOOL DISTRICTS AND SCHOOLS.					
School districts in the State...	1,535	1,521	1,502	1,495	1,506
Public schools.....	1,630	1,638	1,648	1,642	1,650
Departments in public schools.	2,290	2,348	2,405	2,458	2,499
Graded schools	225	232	236	260	264
Average time of school in days.	8 m. 12½ d.	8 m. 13½ d.	174.18	176.29	176.26
School-houses in good condition.	893	873	920	934	899
In fair condition.....	502	520	499	504	531
In poor condition.....	256	254	240	218	224
TEACHERS AND THEIR PAY.					
Teachers in winter public schools.	2,420	2,477	2,521	2,601	2,631
Teachers in summer public schools.	2,380	2,438	2,492	2,561	2,596
Men teaching in winter.....	699	715	711	704	721
Men teaching in summer.....	186	198	246	258	272
Women teaching in winter....	1,721	1,762	1,810	1,897	1,910
Women teaching in summer...	2,194	2,240	2,246	2,303	2,324
Average monthly pay, men....	$66 56	$67 01	$69 03	$71 48	$70 05
Average monthly pay, women.	32 69	34 09	36 05	36 67	37 35
INCOME AND EXPENDITURE.					
Total income for public schools.	$1,503,618	$1,442,669	$1,542,489	$1,612,940	$1,592,858
Total expenditure for public schools.	1,496,981	1,528,440	1,477,443	1,697,574	1,552,584
STATE SCHOOL FUND.					
Amount of available fund.....	$2,043,376	$2,043,376	$2,044,191	.....	.....

OF CONNECTICUT—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.		Increase or decrease since 1870-'71.	
135,189	137,099	138,407	138,428	140,235	I.	1,807	I.	11,767
119,106	119,208	119,828	119,382	119,694	I.	312	I.	6,106
74,369	75,732	77,218	75,678	78,421	I.	2,743	I.	11,403
66,621	68,588	69,832	69,707	68,672	D.	1,035	I.	10,323
88.10	86.95	86.56	86.24	85.35	D.	0.89	D.	3.15
95.36	94.38	94.60	94.34	94.37	I.	0.03	D.	.86
9,816	10,180	11,109	11,215	13,900	I.	2,685	I.	5,146
12,297	13,865	13,474	14,112	13,565	D.	547	I.	1,618
1,493	1,487	1,500	1,498	1,473	D.	25	D.	62
1,628	1,629	1,647	1,638	1,630	D.	8	.....	.....
2,499	2,530	2,564	2,571	2,594	I.	23	I.	304
270	277	286	300	308	I.	8	I.	83
178.13	177.52	178.47	178.60	179.02	I.	0.42	.....	.....
883	922	896	909	893	D.	16	.....	.....
556	524	555	555	543	D.	12	I.	41
212	201	213	192	211	I.	19	D.	45
2,656	2,676	2,711	2,741	2,771	I.	30	I.	351
2,638	2,659	2,678	2,721	2,746	I.	25	I.	366
767	753	752	773	746	D.	27	I.	47
321	305	349	377	392	I.	15	I.	206
1,889	1,923	1,959	1,968	2,025	I.	57	I.	304
2,317	2,354	2,329	2,344	2,354	I.	10	I.	160
$67 43	$64 55	$61 03	$57 19	$56 43	D.	$0 76	D.	$10 13
37 16	36 20	36 50	35 27	35 45	I.	18	I.	2 76
$1,560,565	$1,506,219	$1,509,159	$1,390,972	$1,481,701	I.	$90,729	D.	$21,917
1,529,181	1,510,223	1,506,477	1,375,880	1,408,375	I.	32,495	D.	88,606
$2,791,993	$2,000,000	$2,000,000	$2,020,000	$2,020,346	I.	$346	D.	$23,030

STATE SCHOOL SYSTEM.

OFFICERS.

From 1865 a board of education of 4 persons appointed by the general assembly, with the governor and lieutenant governor and a secretary chosen by the board, has had general supervision of the educational interests of the State. The board has an assistant secretary, for office work, and a general agent, to superintend the execution of the compulsory school laws. The local officers since 1856 have been town boards of school visitors of 3, 6, or 9 members; district school committees of not more than 3 members, with clerk, treasurer, and tax collector; and in school districts which succeeded former school societies, boards of education of 6 or 9 members.

OTHER FEATURES OF THE SYSTEM.

Public schools have been sustained in this State (although, up to 1868, with the aid of rate bills) since the establishment of the first one in New Haven in 1639. The first free public school law was passed in 1868. It abolished rate bills and required each town to raise by taxation the funds necessary to make its schools free, not less than six-tenths of a mill on the dollar. In 1869 the amount was fixed at not less than one mill on the dollar. In 1871 an annual appropriation was made from the State treasury of a sum equal to $1.50 for each person between 4 and 16, to be paid to the several towns with the dividends of the school fund. The other moneys applied to the support of public schools are the income of town deposit funds and school society funds. In order to receive their proportion of public money, districts must sustain schools at least 30 weeks in the year, when there are 24 or more children of school age therein; 24 weeks, when the number is under 24; and 36 weeks, when it is 110 or more. There must also be school-houses and outbuildings satisfactory to the school visitors, and each committee must make a full report of school statistics, including the names of all persons in the district 4 to 16 years old and the place, year, and month of their last attendance at school, with the names of their parents, guardians, or employers.

All children 8 to 14, unless physically or mentally disabled, must attend some school at least 3 months in each year, of which 6 weeks must be consecutive, or else be instructed at home for an equal length of time in the common school branches; and such children may not be employed in any business unless they have been taught for at least 60 days during the year preceding. A penalty of $100 is imposed on employers who disobey this law; school visitors are required to examine into the subject and report violations of the law, and it is also the special duty of the agent of the State board to see that the law is obeyed. Towns and cities may make regulations concerning truants under which youth growing up in habits of idleness or immorality may be committed to institutions for reformation, boys to the State Reform School or to some local house of correction, and girls to the State Industrial School for Girls.

Teachers cannot be legally employed in schools receiving any portion of their support from public money unless they have certificates of qualification from the proper officers, and no teacher may receive pay unless he has filled out his school register in the manner required by law.

Provision is made for public school libraries, graded and high schools, teachers' institutes, and a State normal school.—(School laws.)

GENERAL CONDITION.

The statistics for 1879–'80 show an increase in the number of children 4 to 16; in that of pupils registered in public and other schools; in the number of teachers employed and the number who continued to teach the same school; in the monthly wages of women teaching; the amount received and expended for public schools; the number of graded schools and departments therein; also of departments in all public schools, although there were not quite so many separate schools taught. With the increase in permanency of teachers there was a decrease in the number who never taught before, as well as in the number of districts and separate schools; consequently an improvement in the grading and a slight increase in length of term. There was a small decrease in the percentage of public school pupils enrolled as compared with the enumeration, owing, the report says, to the organization of additional private and parochial schools.

The report notes an increased approval by the public of the laws governing the employment of children. Employers have been more careful to require evidence before giving children work that they have attended school the 60 days commanded by law,

and most of those employed in large establishments were so arranged in divisions that they could attend school the 60 days required without seriously interfering with their work. The agent of the board visited parents, employers, and schools in 32 towns, receiving in all the coöperation of school visitors and other officers. Only one complaint was entered against an employer; 4 parents were arrested, of whom only one was fined, the others being released on promising to comply with the law. It was thought better to prosecute too little than too much, and that more good could be done by means of admonition and advice than by appeals to law.—(Report, 1879–'80.)

RÉSUMÉ OF THE SCHOOL SYSTEM FOR TEN YEARS.

Since the adoption of the free school law in 1868 the system has steadily gained in favor, as shown by the increased burden of taxation the people have chosen to bear in order to support it. The amount raised in 1868 was $628,152; ten years later it was $1,252,248.63, or nearly double; and in 1880 it had reached $1,276,646.66, considerably more than twice as much as when the free school law was first enacted.

During the decennial period, 1870–'71 to 1879–'80, there was an increase of 11,767 in the number of children 4 to 16; of 6,106 in that of all ages enrolled in public schools, and of 5,146 in that of those attending other schools, making a total increase of 11,252 children and youth in schools of all classes, while there were 1,618 more of legal school age who were not in any school. There was a decrease in the number of public school districts, that of separate schools remaining the same; but the departments in them increased, as did the number of graded schools. More school-houses by 41 were reported in "fair" condition and there was a decrease of 45 in those returned as "poor," while the number of "good" remained the same. The total receipts and expenditures for public schools decreased, as did the school fund; while, as before mentioned, local taxation for them greatly increased.

NEW LEGISLATION.

The school laws were amended in 1880 to maintain and increase free public libraries; to make the pay of acting school visitors $2 a day for the time spent in the performance of their duties; to require school terms of at least 36 weeks yearly in districts with 110 or more inhabitants; to secure the instruction of all children at least 60 days in each consecutive 12 months, unless physical or mental conditions of the children made this impracticable (6 weeks of this time, at least, to be consecutive); to make this amount of instruction, with a certificate of it from the teacher, visitor, or committee, a prerequisite to employment in any business; to appoint district committeemen or janitors of public school buildings special constables, with power to arrest on criminal process for disturbance of schools or school meetings, damage to school property, and truancy; to provide for children in adjoining districts where their own are too small to support a school; and to provide checks against illegal voting at school meetings.—(State report.)

KINDERGÄRTEN.

One of these useful preparatives for school training was established in Bridgeport in 1872, and still continued its work in 1879. Another, opened in New Haven in 1874, seems to have ceased to exist. From the two begun at New Milford and Stamford in 1878 and 1879 no late reports have been received.

For any schools of this class reporting for 1879–'80, see Table V of the appendix. For a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

The public school systems of cities are administered by boards of school visitors of 6 to 9 members, boards of education of 9 to 12, and city superintendents. The boards are elected by the people, the city superintendents usually by the boards.

STATISTICS. *a*

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure. *b*
Bridgeport	29,148	6,641	5,114	3,559	88	$61,560
Danbury	11,669	2,588	2,271	1,524	44	27,604
Greenwich	7,892	1,887	1,552	860	29	12,580
Hartford	42,553	9,652	7,612	4,694	140	155,932
Meriden	18,340	4,043	2,918	1,836	47	35,653
Middletown	11,731	2,601	2,041	1,375	47	28,435
New Britain	12,978	3,298	2,265	1,579	40	37,553
New Haven	62,882	14,236	11,556	8,353	232	195,701
New London	10,529	2,089	2,067	1,333	41	24,209
Norwalk	13,956	3,110	2,493	1,522	44	29,273
Norwich	21,141	4,999	4,297	2,826	95	60,186
Stamford	11,298	2,549	1,666	1,035	32	29,041
Waterbury	20,269	4,338	3,506	2,447	53	46,761

a For uniformity, the figures of the State report are used throughout.
b Including buildings, libraries, and apparatus.

In *Bridgeport* the enrolment and average daily attendance increased during 1879–'80; there was also an improvement in punctuality, the cases of tardiness being less than one-third as many as the previous year. Cases of truancy were looked up by officers of the regular police force when they could find time to attend to it, there being no regular truant officer. Sixty-nine pupils were returned to school and 17 were arrested for truancy, of whom 2 were sent to the State Reform School. The two evening schools (for men) had an aggregate enrolment of 115, but the attendance was so irregular and the results so meagre that it is considered of doubtful expediency to continue them. There was an evening mechanical drawing school, with elementary and advanced classes, the former enrolling 50 pupils. The high school, with 79 pupils enrolled, had a larger average membership than in 1878–'79, and the training school connected with it, after a year of trial, proved to be all that was expected.—(Report, 1879–'80.)

Greenwich reports a falling off of 14 in the enumeration and of 13 in the enrolment, with an increase of 67 in the average attendance. The apparent decrease in the number of youth of school age is accounted for on the supposition that not all were found by the enumerators. Of the 1,887 reported, 232, or about 12 per cent., were not attending any school.—(Report, 1879–'80.)

The *Hartford* schools report a year of good work: the pupils made satisfactory progress; the changes in teachers were few and the district committees harmonious. The schools are classed as primary, intermediate, grammar, and high; the last, with classical and English courses, had an enrolment of 526 pupils, of whom 63 were graduated. Two evening schools were taught as usual, and were successful and useful. The larger one, wholly under the charge of the town, was placed in a central position and graded. The result was a more rapid advancement on the part of the pupils and greater regularity of attendance. Truancy is faithfully looked after and is decreasing; the number of cases reported was 380, less by more than 100 than during 1878–'79.—(Report of board, 1879–'80.)

Meriden, with 4,043 children of legal school age and 12 public school buildings, had 2,918 attending, besides 936 in private schools, a decrease for the year in public school enrolment of 349, while the number in average attendance was 99 more. The town is without a high school, but Latin, Greek, geometry, book-keeping, and other higher branches are taught in the grammar schools.—(Printed report, 1879–'80.)

New Britain had, for 3,298 children of school age, 10 public schools, with 34 departments, under 40 teachers, of whom 3 were men; 35 had been continuously employed and 2 were beginners. The schools have suffered from a tendency to pass slightly over the elementary branches and enter too soon on higher studies.—(State report, 1879–'80.)

The *New Haven* schools report a year of satisfactory work, notwithstanding the prevalence of contagious diseases and the withdrawal of pupils to engage in employments (caused by increased activity of business), which reduced the average attendance. Pupils made good progress; parents showed an increased interest in the schools; teachers endeavored to govern more by mild means, and to inform themselves as to methods of instruction and government by attending teachers' meetings and by investigating and testing the famous Quincy system. Vocal music has been one of the regular studies during the past 15 years, and drawing has been successfully taught since 1868. The high school, offering classical and English courses of 4 years, prepares pupils for college or for business, and, in its training department, for teaching. It had 512 pupils enrolled in 1879–'80, with 297 in average daily attendance, and

graduated a class of 35 in the summer of 1880, of whom 23 were young women. Truant or ungraded schools have been an important feature of the system since 1871. In them truants and ungovernable children receive a special training in habits of punctuality and obedience. Those who improve (including the great majority) are in time promoted to the schools to which they formerly belonged, while the few who prove incorrigible are sent to the State Reform School at Meriden.—(Report of board of education, 1879–'80.)

In *Norwich* complaint is made of irregular attendance, the average being only about 83 per cent. of the school population. Teachers have shown a deep interest in their schools and have endeavored to inform themselves as to the best methods of teaching, but the pay of women is so small that they cannot afford to attend the normal school or teachers' institutes. Another obstacle to the usefulness of the schools is a want of coöperation with teachers on the part of parents, who seldom visit the schools, but rely wholly on report as to their usefulness.—(State report.)

The *Waterbury* public schools increased during 1879–'80 in enrolment and average attendance, the latter being 13 per cent. above the figures of the previous year, which, again, were 12 per cent. beyond those of 1877–'78. The system includes 11 graded school buildings (one for the high school), 3 ungraded and 5 evening schools. The high school enrolled 325 pupils; the evening schools, 146, a decrease of 92 for the year.—(Report of board of education in Waterbury American.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The State Normal School, New Britain, organized in 1850, offers free tuition to pupils who declare their intention of teaching in the schools of the State, and none others are admitted. Text books also are furnished without charge. The course, which covers 2 years, embraces the common school and higher English branches, but special attention is paid to the former and to methods of teaching. Latin and French may be taken as optional studies, but not to the detriment of the English course. Pupils, to be admitted, must be at least 16 and must pass an examination in common school branches. There were 150 attending during the year and 28 graduates in the summer of 1880, besides 13 in the January preceding.—(Catalogue, 1879–'80.)

OTHER NORMAL TRAINING.

Training classes and departments are a part of the public school system in Hartford, New Haven, Bridgeport, and perhaps other cities. In other towns teachers' meetings are held for training and improvement in methods, and are found useful.

TEACHERS' INSTITUTES.

Four institutes lasting each two days were held during 1879–'80 under the direction of the secretary of the board of education. They awakened an unusual degree of interest, were generally attended by the public, and many of the ablest teachers and most progressive school officers participated in the proceedings. The aggregate attendance was 826.—(State report, 1878–'79.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report for 1879–'80 gives no high school statistics. The public school system embraced 308 graded schools, with 1,275 departments, but how many of these are high schools cannot be stated. Bridgeport, Hartford, New Haven, and most of the other important places in the State have such schools, as appears from their school reports. Those of the three cities mentioned had an aggregate attendance of 1,117 pupils in 1879–'80 and graduated 106.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory schools reporting, see Tables IV, VI, and VII of the appendix, and summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Yale College, New Haven; Trinity College, Hartford; and Wesleyan University, Middletown, are the institutions for superior instruction in Connecticut.

Yale College, organized in 1701, has 4 distinct departments, theology, law, medicine, and philosophy and the arts. The last includes undergraduate academical, scientific, and art departments, as well as courses for graduate instruction in letters and science. In the graduate department graduates of colleges and other persons of liberal education are received, with or without reference to a degree. The course for doctor of philosophy is completed in about 2 years by persons who have spent 4 years in undergraduate study; but the degree is not given without a satisfactory final examination. The courses for undergraduate study are included in the undergraduate academical department, the undergraduate section of the Sheffield Scientific School, and the school of the fine arts, each having a distinct organization. In the academical department the course of study for the first two years is prescribed. Since 1876 the senior and junior classes have had a number of optionals, one of which, however, must be taken. Another change in the policy of the college during the decennial period closing 1879–'80 is the admittance to the academical department without examination of the graduates of an approved secondary school. Among other evidences of growth, it appears that the interest of beneficiary funds used annually to pay the tuition of needy students increased from $2,900 in 1869–'70 to $12,000; the total number of students attending increased from 764 to 1,003; the percentage of these who were in regular undergraduate classes, from 67.80 to 79.26; while the standard both for admission and graduation has been considerably raised.

Trinity College (Protestant Episcopal), organized in 1826, presents the regular classical collegiate course of 4 years and also a number of optional studies, including modern languages, chemistry, and natural science. The degrees of A. B., B. S., and M. A. are conferred in course. A large number of scholarships are provided for the benefit of young men in indigent circumstances, most of these giving preference to such as have the ministry in view; excellence in scholarship is encouraged by the offer of 10 prizes ranging from $20 to $70, and including the branches of chemistry, philosophy, English literature, Greek, Latin, and oratory. The number of students during 1879–'80 was smaller by 7 than in 1869–'70; that of the graduating class was greater by 4. The library increased during this period from 10,000 to 18,500 volumes, and a new and imposing college edifice has recently been completed.

Wesleyan University (Methodist Episcopal), organized in 1831, was, up to the date of this report, the only one of the three institutions above mentioned which admitted women. Three regular collegiate courses of 4 years are provided here, classical, scientific, and Latin-scientific. In each course all studies of the freshman year are required, and in the scientific all studies of the sophomore year also, but in the last 2 years of the latter course and in the last 3 of the classical and the Latin-scientific a part of the studies are elective. The degrees conferred in course are bachelor of arts, of philosophy, and of science, with the usual master of arts. There were 164 students in 1879–'80 against 153 ten years ago; the library increased from 18,000 volumes to 30,000, and large additions have been made to the apparatus for illustration in the various branches.—(Catalogues.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of this class of institutions, see Table VIII of the appendix, and for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Sheffield Scientific School of Yale College* bears the name of its chief founder, Mr. Joseph E. Sheffield, of New Haven, who furnished its buildings, apparatus, models, library fund, and an instruction fund of $50,000. The school was begun in 1847, reorganized in 1860, and in 1863 received the share of the State in the congressional endowment for the promotion of scientific education, thus becoming the college of agriculture and the mechanic arts of Connecticut. Courses of study are arranged to suit the wants of college graduates and other persons of liberal education as well as of undergraduates. For the latter there are a number of 3 years' courses, those most distinctly marked out being in chemistry, civil engineering, dynamic engineering, agriculture, natural history, biology (preparatory to medical studies), and studies preparatory to mining and metallurgy.—(Catalogue, 1879–'80.)

The scientific and Latin-scientific courses of *Wesleyan University*, covering 4 years, are designed to afford, with a liberal training in other branches, a good preparation for advanced courses of scientific study.

PROFESSIONAL.

Provision for *theological* instruction in courses of study covering 3 years is made at the theological department of Yale, the Berkeley Divinity School, Middletown, and the Hartford Theological Seminary. In the Berkeley Divinity School the requirements for admission are those established by the Protestant Episcopal Church. The other two—under Congregational influence—demand essentially the same, viz, a collegiate or substantially equivalent training. Tuition and room rent are free in all, and some provision is made for the assistance of indigent students.

The *law department of Yale College* provides a graduate and an undergraduate course, each of 2 years. Applicants for admission to the junior class of the undergraduate department must be 18 years old, and, if not college graduates, must pass an examination in the outlines of the history of the United States and of England, and in the Constitution of the United States. The graduate course is open to graduates from any law school. Its studies for the first year supplement the undergraduate course; those of the second are designed to afford a thorough acquaintance with jurisprudence and its affiliated branches.

The *medical department of Yale College* has since 1879 provided and required a 3 years' graded course of instruction. The only exception is made in the case of students who are graduates in science or arts and have shown distinguished proficiency in their studies. The faculty may at their discretion receive the diplomas of such in lieu of one year's study. Persons who have studied medicine elsewhere, in any recognized medical school or under private preceptors of good standing, may enter an advanced class on passing the required examination. In order to graduate, students must in all cases have spent one continuous year here and must pass an examination in all the studies of the 3 years' course. Candidates for admission who are not graduates of a college or scientific school must pass an examination in mathematics, Latin, and physics.—(Catalogue, 1879–'80.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The American Asylum for the Education of the Deaf and Dumb, Hartford, organized in 1816, receives and educates the deaf and dumb of Connecticut and also many from the other New England States. In 1867 this was the only institution for the education of deaf-mutes in New England, but in 1880 there were at least 2 others, besides 3 day schools. Pupils must be between 8 and 25 years old, of sound mind and body, of good character, and capable of forming and joining letters with a pen legibly and correctly. Tuition, board, and all other expenses amount to $175 annually. The ordinary common school branches are taught, besides cabinet making, shoemaking, and tailoring. There were 249 pupils in attendance during 1879–'80, against 282 in 1869–'70.—(Report for 1879–'80.)

EDUCATION OF THE BLIND.

Connecticut having no institution of her own for training of the blind, provides for their instruction in the schools of other States.

EDUCATION OF THE FEEBLE-MINDED.

The Connecticut School for Imbeciles, Lakeville, established in 1858, provides for feeble-minded children a system of mental and physical training which has resulted in the improvement of about 35 per cent. of those under instruction since the beginning. Besides articulation, reading, spelling, writing, drawing, arithmetic, and geography, the exercises embrace Kindergarten work, sewing, fancy work, singing, dancing, and gymnastics.—(Return and report.)

REFORMATORY AND INDUSTRIAL TRAINING.

The Connecticut State Reform School, Meriden, established in 1854, has since then had 2,928 youth under instruction and training, its great object being to bring those who have been neglected and corrupted under influences that will inspire them with better motives and prepare them for useful and honorable lives. Besides the common English branches, the boys are taught farming, the cane seating of chairs, and the manufacture of overalls. There are 195 acres of land in the farm, embracing meadow, plow, pasture, and wood land. Boys between 7 and 16 may be sent here by the courts for crime or truancy, their term to be not less than 9 months and not more than during minority. Boarders are also received from parents or guardians for a period of three months or longer. The number attending during 1879–'80 was 268.—(Report and return.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The thirty-fourth annual meeting of the Connecticut Teachers' Association was held at New Haven, October 14–16, 1880. It was one of the most successful ever held by the association, the audiences being large and the teachers much interested in the exercises. These embraced the usual addresses and papers with discussions on them, besides music and the reading of selections by competent musicians and elocutionists. The only criticism on the programme given by the report is that too little time was allowed for the discussion of the various topics presented in the papers.

The opening address by Rev. N. J. Burton, D. D., of Hartford, was on "The influence of one's reading upon the life and character." Professor J. W. Weir, of Yale College, read a paper on "Art education and the teaching of drawing in the public schools," and Mr. F. F. Barrows, of Hartford, one containing suggestions to teachers concerning school visiting. On the second day, Mrs. L. W. Betts, of Stamford, gave an instructive "Talk about numbers in the primary school," illustrating on the blackboard her method of teaching the four fundamental rules of arithmetic. An animated discussion followed, showing that there was a difference in the views of those present on the best method of teaching this branch. Hon. Henry Barnard, of Hartford, spoke on "The progress of school work in Connecticut during the past fifty years;" Professor D. N. Camp, of New Britain, continued the subject, and Professor W. G. Sumner, of Yale College, paid a handsome tribute to Dr. Barnard as the father of the public schools of Connecticut. In the evening, President Buckham, of the University of Vermont, made an address on "The dependence of mental upon moral considerations;" after which remarks were made by Rev. Storrs O. Seymour, of Litchfield, and Hon. Henry Barnard. Mortimer A. Warren, of Greenwich, read the first paper of the third day, on "The place of authority in a system of instruction." After a discussion of this subject by a number of teachers who advocated "the law of love," R. C. Hitchcock, of Thompsonville, presented his paper on "Sunshine in the school room." The committee on necrology made a report on the death of Mr. Corbin, of Hartford, an ex-president of the association, officers for the ensuing year were elected, and the association adjourned.—(New-England Journal of Education, October 21 and 28, 1880.)

COUNCIL OF EDUCATION.

The Council of Education, an association which was first organized in 1879 for the purpose of advancing the educational interests of the State, met at Hartford, November 26 and 27, 1880, with a full attendance. Mr. Charles Northend presented a plan for a State board of examiners, to consist of 9 members to be elected by the legislature on nomination of the State board of education. A special committee, of which Mr. Northend was chairman, was appointed to petition the legislature for the appointment of such a board. The movement is not intended to have reference to teachers now employed, but only to those desiring to commence the work. The plan is to issue grades of certificates good for one, two, and three years (the normal school diploma to be equal to the latter) and also life certificates.—(New-England Journal of Education, February 5, and Teachers' Guide, December.)

OBITUARY RECORD.

PROFESSOR DAVID E. BARTLETT.

The report for 1879 should have contained some notice of this most faithful and beloved teacher in the American Asylum for the Education of the Deaf and Dumb, at Hartford, who died at the asylum November 30, 1879. Born September 29, 1805, at East Windsor, Conn., he entered Yale College in 1824 and passed through its collegiate course. The morning after his graduation he was offered the position of teacher in the institution where he died, accepted it after some hesitation, and thenceforth made the teaching of deaf-mutes his life work, attaining high success and reputation in it. After four years in Hartford, he removed, in 1832, to the New York Institution for Deaf-Mutes, where he taught 20 years; then for eight more years had a private school for the same class at Poughkeepsie, N. Y., to demonstrate the advantage of beginning the instruction of mutes at an earlier period than was then common. In 1860 he was persuaded to return to the Hartford institution, where, loved and venerated, he worked most usefully till a few days before his decease.—(American Annals of the Deaf and Dumb, January, 1880.)

REV. HENRY B. CAMP.

Mr. Camp was for some years a colleague of Mr. Bartlett. A native of Durham, Conn., where he was born January, 1810, he graduated at Yale College, 1831; studied then 3 years for the ministry at New Haven and Princeton, and when licensed to preach

was settled over the Congregational church in North Brandford, Conn. His ministry there is said to have been highly popular and useful; but within a year from his settlement his voice became impaired, and in a few months more so failed that, much to the grief of a united and devoted people, he had to ask a dismission from his charge. Soon after, an important place of usefulness was opened to him in the American Asylum for the Deaf and Dumb, Hartford, which he entered and filled with patient fidelity for 33 years, retiring then to spend the calm evening of his days in his home at Hartford, where he died February 16, 1880.—(Report of the asylum, 1879–'80, and American Annals of the Deaf and Dumb, January, 1881.)

CHIEF STATE SCHOOL OFFICER.

Hon. BIRDSEY GRANT NORTHROP, *secretary of State board of education, Hartford.*

Mr. Northrop has served in this capacity most usefully and continuously since January 1, 1867, under successive elections by the board.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.
POPULATION AND ATTENDANCE.				
White youth of school age	32,393	26,790	24,363	23,534
Colored youth of school age	7,414	.....	.....	.....
Whole number of school age	39,807	.....	.....	.....
Whites enrolled in free schools	19,018	18,790	19,490	18,814
Colored in schools for them	1,040	950	1,022	1,460
Average attendance of colored youth	791	834	866	1,146
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported	383	381	382	380
Free schools for whites in these	348	349	355	357
Average time of white schools in days	132	140	144	145
Valuation of school property for whites	.....	.....	.....	.....
Schools for colored youth	22	20	21	27
TEACHERS AND THEIR PAY.				
Teachers in free schools for whites	388	.....	.....	.....
Average monthly pay of men in these	.....	.....	.....	.....
Average monthly pay of women in them	.....	.....	.....	.....
Teachers in schools for colored youth	26	23	24	31
INCOME FOR PUBLIC SCHOOLS.				
Whole receipts for free schools for whites	$143,509	$192,398	$159,374	$173,056
Receipts for schools for colored youth	10,000	5,000	9,000	.....
STATE SCHOOL FUND.				
Amount of permanent school fund	$448,999	$448,999	$448,999	$448,999
Amount annually allowed the schools	26,960	26,960	26,960	26,960

[1] The statistics for 1870–'71 are largely those of 1870 because of lack of information for 1870–'71. Youth of school age and teachers in schools for whites, under this head, are from the United States census for 1870, which, however, took 5–18 as the general school age, while it was then in Delaware 5–21; in 1880 5–21. Statistics of schools for colored youth are from reports of the Delaware Association for

OF DELAWARE—1870-'71 TO 1879-'80.

1874–'75.	1875–'76.	1876–'77.	1877–'78.	1878–'79.	1879–'80.	Increase or decrease since 1878–'79.	Increase or decrease since 1870–'71.
26,988	28,090	31,849	31,849	31,849	31,505	D. 344	.....
.....	.....	3,800	3,800	3,800	3,954	I. 154	.....
.....	.....	35,649	35,649	35,649	35,459	I. 190	.....
19,881	21,587	22,398	23,830	23,830	25,053	I. 1,223	I. 6,035
1,459	1,664	2,068	2,834	2,717	2,770	I. 53	I. 1,730
1,046	1,127	1,391	1,980	1,944	2,074	I. 130	I. 1,283
383	381	381	393	393	409	I. 16	I. 26
368	369	.....	505	505	510	I. 5	I. 162
151.2	151.2	157.5	157.5	158	158	.....	I. 26
.....	.....	$450,957	$450,957	$484,361	$440,788	D. $43,573	.....
29	30	32	48	54	51	D. 3	I. 29
456	527	501	513	402	536	I. 134	I. 148
$28 28	$30 75	$33 08	$33 08	$33 08	$30 83	D. $2 25	.....
28 28	30 75	26 19	26 19	26 19	24 79	D. 1 40	.....
32	34	36	52	60	58	D. 2	I. 32
$192,735	$216,225	$216,539	$216,550	$216,540	$177,652	D. $38,888	I. $34,143
.....	.....	1,963	1,048	1,577	3,361	I. 1,784	D. 6,639
$448,999	$448,999	$448,999	$448,999	$448,999	$448,999	.....	.....
26,960	26,960	26,960	26,960	26,960	26,960	.....	.....

the Education of the Colored People, united with those of the city of Wilmington, kindly furnished by Superintendent D. W. Harlan. There being 1 school for colored children in that city from 1873 to 1876, and 2 from that time on, these are here subtracted from the numbers previously given of schools for whites.

STATE SCHOOL SYSTEM.

OFFICERS.

For the first four years of the ten under review the regular educational officers were (1) a superintendent of free schools in each county, appointed annually by the governor to correspond with school committees, aid them with advice, supply them with proper forms, collect from them needful information, and make report to the general assembly; (2) a school committee for each district, composed of a clerk and two commissioners, elected by the people at the annual district meeting to provide a school, employ a teacher, and levy the taxes and rate bills required for school expenses. These committees, which up to 1867 had been chosen for one year's service only, were from that year elected with a view to a service of 3 years, one to be changed each year. In 1875 the county superintendents (first authorized in 1829) were dropped, and a law was passed for the appointment by the governor of a State superintendent of free schools, who has been since annually recommissioned. With him, by the same law, were associated the president of Delaware College, the secretary of state, and the State auditor, all four to form a State board of education and to meet annually as a court of appeal in school controversies, with power to determine the text books to be used in the free schools. These officers throughout were for the schools for whites alone.

OTHER FEATURES OF THE SYSTEM.

The means for sustaining the free schools for white youth have come for many years from a State school fund and from local taxes, with fees for licenses and sometimes the addition of temporary rate bills. The interest of the State school fund has been divided in part equally among the counties and in part according to their white population. To receive its share of this interest, each district must have raised somehow at least $25 for its school, and from 1861 to 1875 must also within the year have raised by tax enough to make, with this $25, in New Castle County $75 for the year, in Kent County $50, and in Sussex County $30. In 1875 this was required to be made $100 in the two first named counties and $60 in the third. More might be raised by tax levy or by rate bill, on a vote of the district meeting to that effect. The teachers in the schools thus sustained, except in Wilmington, were not required to undergo examinations, to have a license, or to attend institutes for their improvement till 1875. Then all these were made imperative.

Schools for colored youth had no recognition from the State till 1875. Then, on petition of the colored people, a tax of 30 cents on each $100 of their property was authorized to be levied for the support of schools for them and in 1877 this tax was required to be collected annually. It is, under the law, paid by the county treasurers to the treasurer of the Delaware Association for the Education of the Colored People, and by him is disbursed through the agent of the association and accounted for. No share of the interest of the State fund, however, has yet come to the schools for colored pupils, save in Wilmington, where 2 such schools share equally with those for whites all ordinary privileges. In 1881-'82 and after, the colored people are to have $2,400 annually as an appropriation for their schools.

GENERAL CONDITION.

From what has been said above, it may be seen that in 1875 came a new era in the State system. The old and bad one, that had ignored the education of the colored race and that too generally outside of Wilmington had been content with miserable schoolhouses, unvisited schools, and unexamined teachers, then reached its end. Not only were the colored people granted the right of being taxed to support schools for their children, but the supervision of the expenditure of taxes thus assessed and of the schools sustained by them was committed to a most respectable association, composed of intelligent and proven friends of the race to be instructed. The schools for whites, too, in the same year, were given, in place of the unvisiting county superintendents, a State superintendent, whose duty it was made to visit every free school, note its condition, advise with teachers as to discipline and instruction, examine them at appointed times and places as to their qualifications and capacity to teach, and license only such as should be found competent. He was also to hold in each of the three counties an annual institute of at least three days' session, to instruct existing teachers in their work, and to prepare others for effective teaching. From all these things has come a great improvement. School-houses, once comfortless and bare, have parted with their old slab-benches, and have seats on which the scholars can sit easily, with good blackboards and illustrative maps and pictures on the walls. Teachers, aroused by examination and inspection, have largely ceased to just "hear lessons," and are in many

cases trying faithfully to impart ideas and to fix these indelibly upon the mind. Nothing in all the country presents sharper contrasts than the biennially published reports of the State superintendent, one for 1875–'76, another for 1877–'78: the former shows school conditions nearly akin to chaos; the latter, a new school world, where light and growth and the beginnings of a better order meet one at every turn. The report for 1879–'80 shows also an encouraging advance.

KINDERGÄRTEN.

For any training after Fröbel's methods reported from this State for 1879–'80, see Table V of the appendix. The introduction of the system into the State seems to have been in a private school in Wilmington in 1879.

CITY SCHOOL SYSTEM OF WILMINGTON.

OFFICERS.

The general charge of the city schools has been from the beginning committed to a board of education, composed, till 1876, of 3 members chosen by the people from each ward; since then of 2 from each ward; in both cases with annual change of 1 out of the 2 or 3. The president of this board gave the schools the only general supervision they had till January 1, 1871, when Mr. David W. Harlan was made city superintendent, and has continued such to the date of this report.

STATISTICS.

The population of the city grew from 30,841 in 1870 to 42,499 in 1880; the youth of school age (6–21) not indicated for either year; the school buildings, from 14 to 18; the sittings, from 3,850 to 5,704; the enrolment, from 3,734 to 6,963; the average attendance, from 3,039 to 4,427; the teachers, from 71 to 113; the expenditure, from $39,776 to $65,541.

FURTHER PARTICULARS.

Besides the day schools, which alone are included in the statistical statement, night schools for youth who could not attend during the day have been maintained since 1854, at first by voluntary association of citizens with the coöperation of the city board, subsequently (apparently from 1871) under the care of the board itself. The term is 13 weeks during the winter; the age for admission is 14 and upward; the studies are English only; enrolment, 80 in 1879–'80; average attendance, 65. Drawing has entered into the instruction in the day schools from 1871. A city normal school for the preparation and improvement of teachers has been in operation from 1871, at first with Saturday sessions only, but since 1877 with sessions 4 evenings each week. One of the city schools is used as a training or practice school for the younger members of the normal class, who act as pupil teachers under due supervision. A monthly institute has also aided in the improvement of the teaching force, which has been almost wholly composed of women from the first.

TRAINING OF TEACHERS.

NORMAL CLASSES.

The normal school connected with the school system of Wilmington has since 1872 prepared the teachers for the city schools. Originally only a weekly school, it now holds its sessions every Monday, Tuesday, Wednesday, and Thursday evening during the school year, under the charge of the city superintendent, and is open to all the teachers. Persons desiring to be appointed teachers, as well as teachers that have not obtained permanent certificates, are expected to attend. The full course covers 2 years. Those who pass the examination at the close of the first year, attaining an average of less than 80 per cent. in elementary studies, receive certificates good for a year; those with fully 80 per cent., for 2 years. Those who pass with like success a second examination, with at least 70 per cent. in some higher studies also, receive permanent certificates.—(City reports.)

At Delaware College, Newark, there was made in 1873 provision for a free normal course of 3 years for 10 pupils from each county, if so many should present themselves, as designated by members of the legislature, to be instructed in the studies which prepare for teaching, and should bind themselves to teach in the free schools of the State for not less than a year. But not more than about 20 in all appear to have availed themselves of the privilege thus offered, and the catalogue for 1879–'80 shows not one. An offer of summer instruction for teachers engaged in their schools during the colle-

giate term was made by circular in 1878, but met with like slender encouragement, and does not seem to have been renewed.

TEACHERS' INSTITUTES.

The institutes for teachers required by law of March 25, 1875, to be held by the State superintendent of free schools annually in each county, with sessions of at least 3 days, have been held since that time, with the aid of the president of Delaware College or a professor from the same, of the city superintendent of Wilmington, and others. The attendance has been good and the results encouraging.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

These have been hitherto confined to Wilmington and Lewes. In Wilmington there have for many years been 2, one for boys the other for girls, the course in each being 3 years. The standard of admission, as shown by the questions, has been high and the size of the classes consequently comparatively small. The pupils in the boys' school in 1879–'80 numbered 58; in the girls', 39; the graduates of 1880 were 5 boys and 8 girls.

PRIVATE SECONDARY SCHOOLS.

For the titles, location, and statistics of business colleges, private academic schools, and preparatory schools reporting for 1879–'80, see Tables IV, VI, and VII of the appendix to this volume.

SUPERIOR INSTRUCTION.

COLLEGES.

Delaware College, Newark, and *Wesleyan Female College*, Wilmington, continued to be in 1879–'80, as for many preceding years, the only institutions for full collegiate instruction in the State. Delaware (originally Newark) College was adopted as the State college in 1867 and reincorporated as such in 1869. It admits both sexes, and offers them, besides a scientific agricultural course, the customary 4 years' classical course and a literary course of the same length, but with a larger proportion of English and other modern language studies, omitting Greek entirely and making Latin optional after the junior year. Professors, 5; students, classical, literary, and eclectic, including 6 resident graduates in these lines, 34, with 24 in the scientific course and 1 resident graduate, 59 in all. Wesleyan Female College has also a 4 years' classical course, with an English one of 3 years, training students for both from primary elements up through a 3 years' secondary course. For number of instructors and students in collegiate courses, see Table IX.—(Catalogues, 1879–'80.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The scientific department of Delaware College, which is the State medium of instruction in agriculture and the mechanic arts, has a 4 years' course, embracing studies in field and garden culture, the natural sciences which bear on these, mathematics, mechanics, engineering, &c. Undergraduates in this department, as before stated, 24 in 1879–'80, with 1 resident graduate.—(Catalogue.)

PROFESSIONAL.

No information has been received of the institution of any theological, legal, or medical instruction in this State up to 1880.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES, OF THE BLIND, AND OF THE FEEBLE-MINDED.

Youth of these classes dependent on the State received in 1879–'80 as before the training needful for their several cases in the special schools of Pennsylvania or the District of Columbia.

EDUCATIONAL CONVENTION.

STATE TEACHERS' ASSOCIATION.

An organization of private and public school teachers of the State under the above title having been formed in 1879, it held an annual meeting at Rehoboth Beach in the last week of August, 1880, at which papers on "Development of character in the school room," "Keeping teachers longer in school," "The public schools a preparation for citizenship," and others were read and resolutions passed in favor of additional provision for training teachers.—(State report, 1880.)

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES H. GROVES, *State superintendent of free schools, Smyrna.*

[The term of this officer is by law one year. He has been annually reappointed since 1875.]

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.
POPULATION AND ATTENDANCE.				
Youth of school age (4–21)	62,869	.....	74,828	a67,000
Enrolled in public schools	14,000	16,258	18,000	21,196
Average daily attendance	.....	.....	14,400	15,897
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	.....	.....	.....	.....
Number of public schools	331	444	500	557
Number of school-houses	.....	.....	.....	.....
Average time of school in days	103	.....	102	.....
Value of school property	.....	.....	.....	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools	.....	.....	150	.....
Female teachers in public schools	.....	.....	350	.....
Whole number employed	331	.....	500	590
Average monthly pay	$30	.....	$35	$35
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$129,431	$101,820	$116,219	$103,774
Whole expenditure for them	.....	.....	111,389	139,870
STATE SCHOOL FUND.				
Amount of available school fund	.....	.....	$101,820	$286,745
Amount of permanent school fund	$311,740	.....	281,785	.....

a Estimated. b Enumeration of 1876.

TICS OF FLORIDA—1870-'71 TO 1879-'80.

1874-'75.	1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
94,522	74,828	72,985	b72,985	b72,985	88,677	.....	I. 25,808
32,371	26,052	31,133	36,961	37,034	39,315	I. 2,281	I. 25,315
28,306	16,720	21,782	23,933	25,601	27,046	I. 1,445	.....
39	39	39	39	39	b39	.....	.....
508	671	887	992	1,050	1,131	I. 81	I. 800
.....	438	.....	634	.....	961	.....	.....
132	.....	79.6	105.8	82	74	D. 8	D. 29
.....	.....	.....	$116,934	.....	$132,729	.....	.....
.....	375	511	635	646	675	I. 29	.....
.....	182	317	335	322	420	I. 98	.....
796	557	828	970	968	1,095	I. 127	I. 764
(c)	$44 23	Ab't $40	Ab't $40	.....	.....	.....	.....
$188,952	$94,104	$171,742	$183,311	.....	.....	.....	.....
.....	101,722	139,340	134,880	$140,703	$114,895	D.$25,808	.....
$219,400	.....	$229,900	$243,500	$243,900	$246,900	I. $3,000	.....
229,400	.....	.....	.....	.....	.....	.....	.....

c Average pay of male teachers, $50; of female teachers, $30.

STATE SCHOOL SYSTEM.

OFFICERS.

The officers of the department of public instruction were in 1870, as in 1880, a State superintendent of public instruction, a State board of education, a board of public instruction for each county, a county superintendent of schools, and local school trustees, treasurers, and agents.—(Laws.)

OTHER FEATURES OF THE SYSTEM.

The laws of to-day vary but little from those promulgated in 1869. The public schools were then, as now, sustained by the proceeds of a common school fund, by a special State tax of 1 mill on the dollar, and by a county tax at first not less than half the amount apportioned to the county from the school fund; then, from 1874 to 1879, specifically, 5 mills on $1; subsequently, 2½ mills.[1]

From 1869 the superintendent of public instruction was to apportion, by May 1 of each year, all school moneys subject to disbursement and to notify the proper officers of such apportionment. By an amendment of January 27, 1871, he was to apportion annually the interest on the common school fund and the fund raised by the 1 mill tax among the counties in proportion to the number of children in each between 4 and 21 years of age. The schools are free to all between 6 and 21 years. The apportionment in each county is in proportion to the average attendance of pupils. The school day is 6 hours; school month, 22 days; school term, 3 school months; and the school year, 3 terms. The schools must be maintained at least 3 months in each county under penalty of forfeiture of its proportion of the common school fund. Any funds forfeited were in 1869 to constitute a reserve fund for institutes or for the higher instruction of teachers, but by act of January 27, 1871, these forfeited moneys were, at the next annual apportionment, to be distributed among the counties. The school census of children between 6 and 21 and 4 and 21 years must be taken at the time of assessing county taxes. Teachers, licensed by State or county authorities, must teach deportment and morals and must inculcate the principles of truth, honesty, and patriotism and the practice of every christian virtue, and they may give instruction one-half day in each week in some branches of needle-work and manual labor. Measures have been taken to establish a university and an agricultural college, but the former has never been organized and the latter was still struggling for existence in 1880.—(Constitution and laws.)

GENERAL CONDITION.

The superintendent of public instruction, in reviewing the condition of the public schools of the State for the past two years, refers to a decided improvement in school matters, notwithstanding the difficulties under which the schools were operated. With a diminished revenue there was an increase in the number of schools, while public sentiment had become more favorable to them. In many cases private contributions supplemented the appropriations so as to keep the schools in operation. In 1878–'79 there was an increase in both the number of schools kept and in the number of pupils enrolled, but a slight falling off in the average length of term. This was partly owing to the reduction of the county school tax; as more schools were needed, the limited fund made shorter terms unavoidable. School property advanced $16,000 since the last biennial report. Even this was not in proportion to the increased attendance and number of schools, but in most of the counties the patrons of the schools furnish the school buildings. Of the school lands, 4,310.12 acres were sold during the two years, and two counties did not report as to the matter. The common school fund was apportioned according to the basis of the census of 1876, and amounted to 19.5 cents per annum for each youth between 4 and 21 years of age. The next apportionment will be according to the census of 1880. A retrospective glance over the four years just closed shows that 25 per cent. more school-houses were built, 50 per cent. more schools operated, a greatly increased enrolment of the school population secured, and more efficient teachers provided. The outstanding indebtedness in many counties was also cancelled.—(Report of the superintendent of public instruction for 1879 and 1880.)

RÉSUMÉ OF THE SCHOOL SYSTEM FOR TEN YEARS.[2]

School affairs progressed in 1870–'71 in spite of checks and hindrances. Private schools were merged into the free schools, many doubling, others quadrupling their

[1] From 1881 this county tax is to be 2½ to 4 mills on $1.

[2] In certain cases the progress herein reported differs from the figures given in the statistical table. Belated reports from county officers give authority to these statements made by the different superintendents of public instruction.

attendance. Though the rate of taxation was limited to 1 mill on the dollar, in several counties a tax of 1½, 2, and even 2½ mills was assessed and cheerfully paid by the people to further educational interests. Yet, owing to the sparseness of the population in some parts, only about one-fifth of the children of the State received educational benefits. In the following year an advance was made in the number of schools, in the aggregate of pupils, and in the number and qualification of the teachers employed, yet three-fourths of the youth of the State lacked school advantages. In 1873 so much interest was manifested in the school system that in several counties private citizens gave money, land, and school buildings. In 1874 an apparent decrease in the number of schools was reported, as, owing to the failure of county officers to report, out of 39 counties, only 25 were heard from. Lack of teachers of both races, competent to teach other than the elementary branches, was referred to, the wages offered not being sufficient to call in those of more extended culture. Better schoolhouses were also needed. Yet real progress in school matters was manifest from year to year. Half a decade ago, the superintendent says, there were few schools outside of the larger towns, while in 1880 nearly 600 were scattered throughout the State, and out of a population of 200,000 some 20,000 children attended school.

AID FROM THE PEABODY FUND.

During the past ten years the sums given to Florida by the trustees of this fund amounted to $52,650. In the last year $300 each went to the Lincoln Academy, at Tallahassee, and to the Union Academy, at Gainesville. It is the purpose of the school department to make these two schools, for the present, normal schools for the training of colored teachers, and as such they receive a part of the fund which is to be hereafter used more especially for normal schools. The sum of $2,000 was paid for ten scholarships at the Nashville University, normal department, and $400 were used at the State agency. Provision was made for these scholarships in 1877, three places being then offered to Florida and two filled. In 1879 three additional scholarships were granted, but twenty-eight applicants caused an increase to eight scholarships. One resignation and three more places bring the number to ten at $200 per annum in 1880. Of the first two pupils one was awarded the highest honors, the other is principal of a graded school and is doing good work. Of the eight sent in 1879 five received honorable mention as members of the junior class, while one received the highest prize awarded to the class.— (State report and reports of the Peabody trustees.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Here, in each case, the county board of instruction and county superintendent of education have control, with a local board of trustees appointed by the county board for each district. There is really no city system, and the only statistics at present to be had include county as well as city schools.

STATISTICS.

Cities.	Population, census of 1880.	Youth of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Jacksonville	7,648	4,478	2,216	1,418	64	.....
Key West	9,890	3,416	870	675	17	.....

ADDITIONAL PARTICULARS.

All the statistics now obtainable beyond the population of the two cities refer to the whole county in each case.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The East Florida Seminary, which was located at Ocala in 1853 and at Gainesville since 1866, is now known as the East Florida Seminary State Normal School. The normal course extends through three years, and a diploma of this school is equivalent to a State certificate. The model school is arranged upon the plan of the best graded schools, and allows pupils to elect between the strictly English and the classical course. The normal course furnishes a foundation for any of the learned professions.—(Circular and announcement for 1880.)

For other normal training, see "Aid from the Peabody Fund."

TEACHERS' INSTITUTES.

As far back as 1869 the superintendent of public instruction was required "to assemble teachers in institutes and employ competent instructors to impart information on improved methods of teaching and conducting schools and other relevant matters." However, little progress was made till 1879, when, with aid from the Peabody fund, the superintendent endeavored to initiate teachers' institutes in most of the leading counties. In that and the following year the results were better than had been anticipated. The meetings were well attended by school officers, teachers, and many leading citizens, and much interest seems to have been awakened.—(Laws and State report for 1879 and 1880.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The law provides for the establishing of higher grades of instruction where the advancement and number of pupils require them. That such schools were found in different parts of the State during the ten years is evident from the references in the reports made to the trustees of the Peabody fund. In 1870–'71 the West Florida Seminary at Tallahassee was converted into a city and county high school, while in 1872 a school of high grade was winning confidence at Jacksonville. From 1876 to 1878 fifteen such schools were reported, all graded and offering the instruction usually given in these schools. In 1878–'79 there were 3,358 and in 1879–'80 some 4,890 pupils studying the higher branches, but the number of high schools is not given. Superintendent Haisley recommends the limiting of instruction in schools operated at the public expense to the common school branches. He would leave the high schools to private enterprise, and would have special charters granted to the cities, so that by a majority vote of the citizens a tax could be imposed for the support of high schools. By this plan he thinks the other grades would be benefited, the funds then admitting of longer terms, better teachers, &c.—(Laws and State reports.)

OTHER SECONDARY SCHOOLS.

For statistics of any business colleges or other academic schools, see Tables IV and VI of the appendix, and the summaries thereof in the report of the Commissioner preceding.

SUPERIOR, SCIENTIFIC, AND PROFESSIONAL INSTRUCTION.

By the constitution of Florida of 1868 provision was made for a university, but the financial condition of the State has not, as yet, admitted of its organization. By an act of the Florida legislature approved February 17, 1872, measures were taken looking to the establishment of the Florida State Agricultural College on the basis of the congressional land grant for the benefit of agriculture and the mechanic arts. The first plan was to locate the college in Alachua County, and there seemed to be in 1873 a fair prospect that the college would commence operations. However, a question arising as to the constitutionality of investing the endowment fund in State bonds led to the cessation of active operations and at last to changing the location to Eau Gallie, where, in 1876, buildings were erected. A new board of trustees was provided in March, 1877, and the legislature authorized the removal of the college, if desirable. No information later than November 15, 1878, has reached this Bureau. At that date the decision was for removal.—(Laws and reports.)

No institutions for professional or special instruction are known to be in existence in the State up to 1880.

CHIEF STATE SCHOOL OFFICER.

Hon. E. K. FOSTER, *State superintendent of public instruction, Tallahassee.*

[Term, January 1, 1881, to January 1, 1885.]

Preceding superintendents in the ten years have been Hon. Chas. Beecher (successor to C. Thurston Chase, who died September 22, 1870, about 2 years before the expiration of his term), 1871–1873; Hon. Jonathan C. Gibbs, 1873–1874; Hon. S. B. McLin (acting) 1874–'75 Hon. Wm. Watkins Hicks, 1875–1877; Hon. William C. Haisley, 1877–1881.

SUMMARY OF EDUCATIONAL STA

	1871.	1873.	1874.	1875.
POPULATION AND ATTENDANCE.				
White youth of school age *b*	.....	198,516	218,733	*c*218,733
Colored youth of school age *b*	.....	150,198	175,304	*c*175,304
Whole number of school age *b*	425,000	348,714	394,037	*c*394,037
Whites in public schools	42,914	63,922	93,167	105,990
Colored in public schools	6,664	19,755	42,374	50,358
Whole number in public schools	49,578	83,677	135,541	156,394
Average daily attendance	31,377	36,749	85,839	105,766
Youth in elementary private schools	37,851	23,597	25,745	26,653
Youth in academic private schools	.....	5,450	4,957	5,379
Youth in collegiate schools	.....	2,198	.....	2,029
SCHOOLS.				
Public schools for whites	893	1,392	2,223	2,790
Public schools for colored	124	360	699	879
Public schools under local laws *d*	.....	.....	117	137
Total number of public schools	1,017	1,752	3,039	3,806
Public schools reported as graded	74	.....	50	70
Public schools reported as high schools	.....	.....	10	9
Private elementary schools	1,039	576	617	820
Private academic schools	.....	100	86	104
Private and State collegiate schools *a*	.....	18	11	17
Average duration of school in days	.....	66	65	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools	795	.....	.....	.....
Female teachers in public schools	318	.....	.....	.....
Whole number employed	1,113	.....	3,500	.....
Average monthly salary of men	$56 20	.....	.....	.....
Average monthly salary of women	38 40	.....	.....	.....
Teachers in private elementary schools	1,129	713	678	903
Teachers in private academic schools	.....	167	155	171
Teachers in collegiate schools	.....	104	55	96
INCOME AND EXPENDITURE.				
Receipts for public schools	$292,000	$260,432	$265,000	$435,319
Expenditure for public schools	.....	223,667	265,000	.....
SCHOOL FUND.				
Permanent school fund	$350,000	.....	$350,000	.....

a In 1873 no public schools were taught beyond those under local laws.
b School age 5-21 in 1871, then 6-18.
c Census of 1874.

TISTICS OF GEORGIA—1871 TO 1880.a

1876.	1877.	1878.	1879.	1880.	Increase or decrease since 1879.		Increase or decrease since 1871.	
c218,733	236,319	236,319	236,319	.....	.....	.....	.....	.....
c175,304	197,125	197,125	197,125	.....	.....	.....	.....	.....
c394,037	433,444	433,444	433,444	.....	.....	.....	.....	.....
121,418	128,296	137,217	147,192	150,134	I.	2,942	I.	107,220
57,987	62,330	72,655	79,435	86,399	I.	6,964	I.	79,735
179,405	190,626	209,872	226,627	236,533	I.	9,906	I.	186,955
108,646	119,160	130,605	132,000	145,190	I.	13,190	I.	113,813
24,657	23,302	26,089	22,819	35,115	I.	12,296	D.	2,736
5,601	4,621	5,223	4,068	9,052	I.	4,984	.....	.....
2,006	2,133	2,810	2,766	4,285	I.	1,519	.....	.....
3,157	3,580	3,774	4,001	4,066	I.	65	I.	3,173
1,075	1,120	1,405	1,509	1,603	I.	94	I.	1,479
143	164	162	225	247	I.	22	.....	.....
4,375	4,864	5,341	5,735	5,916	I.	181	I.	4,899
58	61	62	94	115	I.	21	I.	41
13	12	11	14	16	I.	2	.....	.....
814	822	824	733	1,083	I.	350	I.	44
104	86	85	67	131	I.	64	.....	.....
20	18	27	22	32	I.	10	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	3,267	3,654	.....	.....	.....	.....	.....	.....
.....	1,633	1,826	.....	.....	.....	.....	.....	.....
.....	4,900	5,480	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....
877	861	889	813	1,174	I.	361	I.	45
176	150	148	138	274	I.	136	.....	.....
126	126	161	155	232	I.	77	.....	.....
$434,046	$400,153	$411,453	$465,748	.....	.....	.....	.....	.....
.....	.....	411,453	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....

d Includes graded, ungraded, and high schools in cities and counties under local laws.
e Includes the State University and its affiliated schools, also medical colleges.

STATE SCHOOL SYSTEM.

OFFICERS.

In 1870 the system of public instruction was organized with the following officers: a State board of education, composed of the governor, attorney general, secretary of state, comptroller general, and the State school commissioner, who, appointed by the governor and confirmed by the senate, serves as the chief executive officer of the board; a county board of education for each county, composed of one person from each militia district, one person from each ward in any city in the county, and one from each incorporated town, elected by the legal voters for two years, the secretary of this board becoming county school commissioner; 3 school trustees in each subdistrict, elected, one each year, by the legal voters for 3 years.

In 1872 the county boards of education were made up of 5 freeholders in each county, selected by the grand jury, three being elected for two years and two for four years at the first election, thereafter all for a 4 years' term. The secretary serves ex officio as county commissioner of education, his term being 4 years. The school laws of 1872 and 1875 omit any mention of the continuance of district trustees, but in 1877 these officers were found serving in terms of the length heretofore referred to, their appointment, however, being by the county boards. Their duties were, as before, to look after the interests of the schools in the subdistricts, to supervise school operations, choose teachers, &c. A few cities and their respective counties are under local laws; otherwise the school officers are as above.—(Laws, 1870, 1872, 1875, 1877.)

OTHER FEATURES OF THE SYSTEM.

Comparatively few changes are found in the school laws since 1870. Provision was made by the law of 1870 for graded schools from primary to high, for evening, ambulatory, and manual labor schools. The ambulatory schools were established where not less than 15 children of school age were to be found in 3 contiguous militia districts. They were to be kept open 2 months annually (while the regular term of the public schools is 3 months), failure to keep them open this length of time causing forfeiture of school money. White and colored children are to be taught in separate schools. No books of a sectarian or sectional character are to be introduced into the schools. Teachers of proven good character are to be licensed by the county commissioners with first, second, or third grade certificates, good for 1, 2, or 3 years, according to the grade. The schools are supported by a poll tax; by special taxes on shows and exhibitions and on the sale of liquors; by the proceeds arising from the commutation of military services; by endowments, gifts, and bequests; by certain sums received from the Western and Atlantic Railroad, and such other amounts as the State may see fit to raise by general taxation. District taxation is also allowed for the buying, renting, and furnishing of school-houses. The school age was 6–21 in 1870; by law of 1872 it was made 6–18, and the basis of distribution was to be according to the enumeration of children of school age in each county. The law limiting this apportionment to the children in each subdistrict was repealed in 1876. The enumeration was an annual one until 1874; since then quadrennial. The State board of education provided the text books in 1870; in 1872 this duty was relegated to the county boards, and it so remains. The State school commissioner has to make an annual report to the assembly, the subordinate school officers to him, and the teachers, at the end of each term, to the county commissioner, failure to do so causing forfeiture of pay. Principals of private schools and of elementary, academic, and collegiate institutions having public pupils must also report. The constitution of 1877 seems to do away with high schools, as the studies are limited to the elementary branches. Any city with a population of over 2,000 or any county may organize an independent system of schools and yet draw the pro rata share of all educational funds.—(School laws, 1870, 1872, 1875, 1877, and constitution.)

GENERAL CONDITION.

Progress continues to be made in education in this State, as is seen by the increase in enrolment and attendance at the public schools for 1879–'80, in the number of these schools, and in the larger number of pupils in private elementary and secondary schools. Including the collegiate institutions, there are 605 more schools and 28,705 more pupils, though the increase in the public schools was only 9,906. There was doubtless an increase in public school teachers, but, with the exception of 20 additional instructors in 4 counties and cities, no report is made. In the private and collegiate institutions, however, 574 more teachers are found. To show still further the value of the public school system, the State school commissioner says that in the counties of Chatham, Richmond, and Bibb and in the cities of Atlanta and Columbus three times as many children are now taught in the public schools for a less sum of money than one-third of these formerly cost in the private schools. Yet he indicates the need of a sufficient corps of thoroughly prepared teachers, of teachers' institutes, and of

a larger school fund, to give a longer school term and to educate all. To show that more general taxation is requisite, Mr. Orr gives the number of illiterates in 1878 (whites, 20,839; colored, 148,494; total, 169,333), nearly one-half of these voters. He also refers to the unfortunates in the penitentiary, among whom not one in fifty of the blacks can either read or write, and not more than one in twenty of the whites. He would give by taxation (say of one mill on the dollar of all taxable property) better opportunities for a more general education and for a more thorough school system.—(Report of the State school commissioner.)

RÉSUMÉ OF THE SCHOOL SYSTEM FOR TEN YEARS.

The constitution of 1868 required the establishment of a thorough system of general education, to be forever free to all the children of the State; but laws to that effect were not enacted till 1870, and in 1871 the State school commissioner proceeded to establish public schools. The inexperience of school officers, the absence of records of educational work, the want of system and familiarity with records and reports on the part of teachers and school officers, prevented any great measure of success in obtaining correct statistics the first school year. In 1871 the school funds for 1872 were appropriated to other purposes by the legislature, so that the schools were not fully established till 1873, when sufficient funds had accumulated to maintain school for three months. At the close of the school year 1874, a decided advance in public sentiment in favor of public schools was reported, and 125 counties had schools in operation during the year. In 1876 the entire school debt of 1871 (amounting to about $300,000) had been paid in almost every county, no new debt had been created, and a constant increase in enrolment, in average attendance, and in the number of public schools had been going on since 1873. The progress noticeable thus far continued in the following years, and, although in 1878 it was stated that the work done in advancing educational affairs was inadequate, the results achieved, considering the limited means, were astonishing. In the counties and cities, under local laws, the schools were in operation from six to ten months; in the State at large, only three months; and when the State funds did not suffice for this, supplementary funds were given by the school patrons.—(Reports of the State school commissioners.)

AID FROM THE PEABODY FUND.

The schools have been aided very greatly by the trustees of this fund since 1870, the amount of $65,700 having been sent to different sections of the State. The sum received in 1879–'80 was $5,800, the scholarships in the normal college at Nashville taking $4,000, those at Atlanta University $1,000, while $800 went to the State agency to aid in conducting an educational canvass of the State. In addition to this, the promotion of popular education was aided by the awarding of Peabody medals, 75 in number, to the pupils having the best records in first class public schools, both white and colored children being included in the award.—(Reports of the trustees and State report.)

KINDERGARTEN.

The only school of this class reported in the State is the one established by Miss Anna E. Mills, at Atlanta, in the year 1876. The number of pupils at that time was 7; age of admission, between 3 and 7. This school was moved to Macon in 1878, and its usefulness has increased from year to year, as is seen by the larger number of pupils, increased length of term, &c.

CITY SCHOOL SYSTEMS.

OFFICERS.

All the cities have superintendents, who act as executive officers of their boards. Atlanta has 12 members in its board of education; Columbus, 11 members in the board of trustees; Augusta and Savannah, combining both city and county systems, have members on their boards from city wards and country and village districts; Bibb County, including Macon, has 3 ex officio and apparently 12 elective members on its board of education.—(City reports and laws.)

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Atlanta	37,409	.....	3,759	2,609	54	$51,073
Augusta	34,569	9,366	4,027	.....	.....	24,829
Columbus	10,123	2,863	1,359	1,086	23	11,704
Macon	12,748	3,339	1,617	1,042	30	19,958
Savannah	30,709	a10,917	3,110	2,290	56	.....

a In the county.

ADDITIONAL PARTICULARS.

The public schools under local laws heretofore referred to are found in the county of Bibb, including the city of Macon; of Chatham, including Savannah; of Glynn and of Richmond, including Augusta; and in the cities of Atlanta, Americus, Columbus, Griffin, and West Point. In 1870 preparations were made in Atlanta for a thorough system of graded schools, while Columbus had then, in addition to its graded schools for whites, some provision for colored children, and Savannah dated its graded system from March 21, 1866. In 1873 the counties of Bibb, Chatham, Glynn, and Richmond and the cities of Atlanta and Columbus had schools in operation under special laws. In the following year 4 counties and 3 cities reported 57 ungraded, 50 graded, and 10 high schools. The reports have varied from year to year in regard to the number of these schools, but in 1880 the system of schooling is reported as follows in cities of over 7,500 inhabitants:

Atlanta has its graded schools classified as grammar and high, 2 of the latter and 7 of the former, 3 of these for colored pupils. The school property is valued at $100,000; although a new school building was erected during the year, great want of accommodation was still felt, especially for the colored pupils.—(City report.)

Augusta reported school property valued at $14,200; the schools (which were taught 183 days) divided into primary, grammar, and high; a special teacher of penmanship; and 1,236 pupils in private schools.—(Return.)

Columbus continues its graded schools in 7 buildings, containing 1,160 sittings for study, and valued, with grounds and sites, at $26,500. Out of 195 school days, 182 were taught. About 200 pupils were enrolled in private and parochial schools. The superintendent, without extra pay, gives instruction to the teachers, as there is no normal school.—(Return.)

Macon reports steady advancement from year to year in its schools, the annual examinations in 1879–'80 showing the best work ever done. For the first time in several years the city schools had a full nine months' term; country schools were in session, white, nine months, colored, six. Although the year was one of great prosperity, a great lack of room for the pupils desiring admission was constantly felt. Two school buildings were erected during the year, but still more room was required for the coming term. City and county statistics include 25 different school-houses, with 2,200 sittings for study and 3,349 pupils enrolled. The value of school property was $33,000; the number of school days taught, 177.—(Eighth annual report and return.)

Savannah also reports overcrowding, so that many pupils have been pushed too early into the higher grades. Financial embarrassment required the closing of the schools one month earlier than usual, a nine instead of ten months' term being the result. The departments of modern languages and calisthenics were abolished, and various changes in the corps of teachers were made during the year. The city schools occupy 7 school buildings, while in the country there are 7 white and 14 colored schools. The total enrolment for city and county was 4,235; average daily attendance, 3,177; per cent. of daily attendance, 90.—(Fifteenth annual report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL CLASSES.

The endeavor to establish a State normal college in Georgia has been thwarted for the present. Through the aid of the Peabody fund some twenty scholars received instruction in the normal college at Nashville, Tenn., during the year.—(State report.)

The *North Georgia Agricultural College*, at Dahlonega, which organized a normal department in 1877, reported 67 male and 11 female students in the normal course in 1879–'80. The course of study occupies 4 years.—(Return.)

The *Haven Normal School*, at Waynesboro', which was organized in 1868, reports 50 normal and 150 other students in 1879–'80. Of the graduates, 25 have engaged in teaching. The course of study occupies 4 years. This is a colored school assisted by the Freedman's Aid Society of the Methodist Episcopal Church.—(Return.)

In *Atlanta University* two normal courses were reported in 1879–'80, the higher normal occupying 4 years; the lower normal, 4 grades. In the former there were 77 students; in the latter, 147. A certificate of graduation is given on completion of the course.—(Catalogue, 1879–'80.)

TEACHERS' INSTITUTES.

The State school law makes no provision for the holding of teachers' meetings.

EDUCATIONAL JOURNAL.

There is no educational journal published in this State. The Eclectic Teacher, of Kentucky, has a Georgia department, not always filled, however; while in the Journal of Education, published in Boston, Mass., there is sometimes valuable information respecting Georgia school affairs.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

By the laws of 1872 high schools were made a part of the State system, but ceased to be so under the constitution of 1877, which provided for instruction in elementary branches only. In 1873 there were 10 reported in the counties and cities under local laws, the enrolment and attendance not being given. In 1875 the number had increased to 13, in 1879 to 14, and in 1880 to 16. Doubtless there were other schools of this grade in different sections of the State, but their numbers and enrolment are not stated. In Atlanta in 1879–'80 there were 110 seats reported in the boys' high school and 216 in the girls' school. In Macon 74 pupils were admitted to the central high school, and the average attendance was 48. The Savannah schools of this grade graduated 11 girls and 8 boys.—(School laws and State and city reports.)

OTHER SECONDARY SCHOOLS.

There are many private high schools making annual report to the State school commissioner. One hundred of these were reported in 1873, with a total enrolment of 5,450 pupils. In 1880 the number had increased to 131, with 274 instructors and 9,052 pupils.

For statistics of commercial schools, academies, special preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summaries thereof in the report of the Commissioner preceding.

Among these schools will be found Clark University, Atlanta, an institution for the colored race, which is attaining collegiate rank. It had a large new building erected for it in 1880, costing $30,000. Students in 1879–'80, 176; instructors, 7.—(Thirteenth annual report of the Freedman's Aid Society.)

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Georgia, Athens, which was chartered in the year 1800, reported preparatory, academic, and professional departments in 1871. The academic department included 7 schools: those of ancient and modern languages, belles lettres, metaphysics and ethics, mathematics, natural philosophy and astronomy, chemistry, and mineralogy. French and German were the only modern languages taught at that time. In 1872 the Georgia State College of Agriculture and Mechanic Arts was opened in connection with the university; in 1873 the preparatory school seems to have been dropped, and a branch agricultural college was established at Dahlonega; in 1874 and 1875 a commercial course was referred to, and in 1875 Spanish became a part of the modern language course. In the same year geology was added to the school of chemistry and mineralogy, while the school of ancient languages was expanded into two, the one for Latin, the other for the Greek language and literature. In 1876 there were 10 academic schools; the ninth including history and political science; the tenth, English literature. In 1877 the studies of natural history and geology formed an eleventh school. In 1878 the school of English literature was consolidated with that of belles lettres; the chancellorship was dispensed with, the professor of metaphysics and ethics assuming the duties; and the chair of natural history and geology was abolished, other professors teaching these branches. Law, medicine, and civil engineering were also taught during these years. In 1880 there were 10 academic schools, out of which were formed the classical, scientific, and literary courses of 4 years each, the courses being similar the first two years. In the State college, agriculture, engineering, and applied chemistry were taught. For a change of course in the law department in 1880 and for the addition to the university of several branch agricultural colleges, reference is made to the proper headings.—(Catalogues.)

Of the other colleges reporting, Atlanta University, Bowdon College, and Gainesville College are non-sectarian; Mercer University, Baptist; Pio Nono, Roman Catholic; and Emory College, Methodist Episcopal South. All have classical courses, all except Mercer preparatory instruction, and all except Bowdon and Gainesville scientific courses. Pio Nono reported a class in civil engineering and graduate courses in ethics and some branch of scientific study; also, a commercial course connected with the scientific course. Atlanta University gives normal, theological, and agricultural instruction. Emory College has biblical study in both classical and scientific courses. At Mercer University theological and legal departments are found. Clark University (for colored students), Atlanta, reports 176 students and 7 instructors, as will be seen by reference to Secondary Instruction.—(Catalogues and thirteenth annual report of the Freedman's Aid Society.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Three of the above colleges give equal privileges to this sex. For the names, location, and statistics of schools especially for this class, see Table VIII of the appendix; for a summary thereof, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The following schools for scientific instruction have been established since 1870 in connection with the University of Georgia: the Georgia State College of Agriculture and the Mechanic Arts, Athens, 1872, which has 4 years' courses in agriculture, engineering, and chemical science, with a special higher course in civil engineering and a course in building and architecture; the North Georgia Agricultural College, Dahlonega, 1873, which (with preparatory, normal, and military departments and a 4 years' scientific course) had 325 students of both sexes in 1880; the South Georgia College of Agriculture and the Mechanic Arts, Thomasville, 1879, which offers preparatory, academic, and collegiate departments, and had 170 male students in 1879–'80; the Southwest Georgia Agricultural College, Cuthbert, 1879, with primary, preparatory, and collegiate departments, in which were 178 students, and the Middle Georgia Military and Agricultural College, Milledgeville, 1880, which, in addition to military training, prepares for the higher classes at Athens, for practical farm life and mining, and for teaching. This branch had 310 students of both sexes in its first session, January to June, 1880.—(Catalogues.)

PROFESSIONAL.

Theological instruction is given the in Atlanta Baptist Seminary (under the auspices of the American Baptist Home Mission Society), which, founded in 1870 as the Augusta Institute and removed to Atlanta in 1879, reports 60 students for the ministry in 1880 and 3 instructors; in the Atlanta University, in which a class of 4 theological students was reported in 1879–'80; and in the theological department of Mercer University. At Emory College, Oxford (Methodist Episcopal South), Hebrew is taught in connection with the collegiate studies of the junior and senior years, as a means of preparation for the ministry, 10 ministerial students being reported in 1879–'80. The course and requirements in these remain somewhat indefinite.—(Baptist Year Book, 1881, and college catalogues.)

Legal instruction has been given since 1867 in the department of law of the University of Georgia. The course was 1 year (two terms of 5 months each) until 1880, when it was changed to 2 years (two terms of 10 months each). Mercer University, Macon, continued its course of law, covering the collegiate year. Diplomas and the degree of B. L. are conferred. One student was reported in 1879–'80.—(Catalogues.)

Medical instruction is given in the Atlanta Medical College, organized in 1855; in the Southern Medical College, at Atlanta, which closed its first course of lectures in February, 1880, with 64 students, graduating 8; and in the Medical College of Georgia (medical department of the University of Georgia), organized in 1829. All these require the usual 3 years of study and attendance on 2 lecture courses of about 5 months each. The first mentioned, since 1878, offers also an optional 3 years' graded course.

The Savannah Medical College, opened in 1853, was suspended in 1876–'78, reopening the latter part of 1878 with the same requirements: a thesis, 3 years of study, and attendance on 2 lecture courses of 4 months each.—(Announcements.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Georgia Institution for the Education of the Deaf and Dumb, Cave Spring, which was first started in 1846, has educated about 370 students since that date, 70 of these being under instruction in 1880. The English language, geography, grammar, natural philosophy, natural history, arithmetic, and penmanship are taught; also shoemaking and gardening. There were 5 instructors in 1880.—(Report and American Annals of the Deaf and Dumb.)

EDUCATION OF THE BLIND.

The Georgia Academy for the Blind, Macon, was founded in 1852 and is under the control of the State. Training is given in the ordinary branches and music. Boys are taught certain mechanical employments. Girls receive instruction in beadwork, crocheting, and domestic duties. In 1879 there were 6 instructors reported, 4 blind employés or workmen, 58 pupils, and 182 pupils since the opening of the institution. No later information was received at date of going to press.

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATIONS.

The State Teachers' Association was an organized body prior to 1870, and it was at a special meeting of this association, held at Macon in November, 1869, that a report on a system of public schools for the State was unanimously adopted. The sessions for 1880 were held May 4–6 at Macon, the vice president, Mr. Charles Lambdin, reading an inaugural address on the "Dignity of the teacher's profession." Mr. Gannon, of Savannah, opened a discussion on "Latin in preparatory schools." The afternoon of the first day was devoted to a Mallon memorial meeting, this being the first meeting ever held without Mr. Bernard Mallon's presence. A committee of necrology was named to collect accounts of noted Georgia teachers who have passed away. On the second day an excellent paper on "Written work," by Miss L. A. Haygood, of Atlanta, was read. She wishes the limit of written work to be according to the ability of the teacher to examine and grade it. All vital points should be discussed in writing, the scholar to feel that any recitation may be a written one. "Spelling and how to teach it" and "The useful and theoretical in education" were the next papers, Hon. E. R. Dickson in this latter paper showing that too many text books are used. "True culture" was shown to be where the education is thorough and genuine of its kind; all other blunts the intellectual and moral manhood. The other papers were: "A natural way of teaching languages" and "How to teach spelling and reading to beginners." After passing the usual resolutions, appointing officers, &c., the meeting adjourned.—(New-England Journal of Education and report of the association.)

The third convention of the Middle Georgia Teachers' Association was held at Tompson December 16–17, 1880. An address was delivered by State Superintendent Orr and papers were read by Professor H. C. White, of Athens; Rev. E. R. Caswell, of Augusta, and by Messrs. W. B. Fambrough, Otis Ashmore, E. W. Butler, and V. E. Orr.—(Teachers' Institute, January, 1881.)

OBITUARY RECORD.

HON. AMOS T. AKERMAN.

This much respected lawyer and statesman, born February 23, 1821, at Portsmouth, N. H., died at his home in Elbert County, Georgia, December 21, 1880. Graduating from Dartmouth College in 1842, he spent several succeeding years in teaching in North Carolina, Virginia, Illinois, and Georgia. In this last State he was a tutor in the family of Senator George M. Berrien while a student in his law office. Profiting much from Mr. Berrien's excellent instructions, as well as from his own collegiate training and experience in teaching, Colonel Akerman, on his admission to the bar, soon attained high reputation. Adhering to the confederacy during the rebellion, at its close he gave his firm support to the Union and did his utmost to secure for the enfranchised slaves the enjoyment of their rights. In 1868, as a member of the constitutional convention of his State, he aided greatly in perfecting the judicial and educational articles of the constitution of that year. Two years afterwards his abilities and services were rewarded by his appointment as Attorney-General of the United States; but the atmosphere of Washington was not found to be congenial, and he retired within a year to his quiet Georgia home, where the remainder of his days were spent in the peaceful prosecution of his former legal work.

CHIEF STATE SCHOOL OFFICER.

Hon. GUSTAVUS J. ORR, *State school commissioner, Atlanta.*

[Fourth term January 1, 1881, to January 1, 1883.]

The only preceding incumbent of the office was Hon. J. R. Lewis, 1870–1872

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age (6–21)	878,417	882,693	909,994	938,878	958,003
Enrolled in public schools	672,787	662,049	654,309	671,775	685,676
Average daily attendance	341,686	329,799	351,504	383,334	.....
Pupils in private schools	34,883	34,784	34,701	51,022	51,296
SCHOOLS AND DISTRICTS.					
Reporting school districts	11,112	11,231	11,361	11,285	11,460
Number with full legal school term or more.a	10,538	10,767	10,989	11,011	11,255
Number with less than this	356	275	213	157	116
Number that had no school	218	189	142	126	111
Number reporting libraries	1,092	830	877	843	785
Volumes in these libraries	51,133	54,286	54,133	52,747	46,721
Public school-houses	10,978	11,289	11,323	11,434	11,447
New ones built within the year	470	528	376	341	333
Whole number of public free schools.	11,156	11,396	11,648	11,646	11,797
Number of these graded, excluding high schools.	651	611	762	754	785
Number of high schools	91	88	106	116	133
Average time of public schools in days.	147	151	145	151	152
Valuation of public school property.	$18,373,880	$19,876,708	.....	$22,894,116	$17,073,752
Private schools reported	460	436	420	541	478
TEACHERS AND THEIR PAY.					
Male teachers in public schools	8,826	9,094	8,767	9,036	9,288
Female teachers in public schools.	11,459	11,830	11,992	12,093	12,320
Whole number, male and female.	20,285	20,924	20,759	21,129	21,608
Average monthly pay of men	$49 00	$50 00	$47 44	$48 19	$48 21
Average monthly pay of women	37 00	39 00	32 56	33 46	33 32
Teachers in private schools	653	895	894	1,355	1,357
INCOME AND EXPENDITURE.					
Whole receipts for public schools.	$7,470,682	$7,500,123	$7,694,075	$7,893,591	$7,860,554
Whole expenditure for them	7,153,287	7,480,869	7,655,268	7,865,682	7,389,309
SCHOOL FUNDS.					
Reported amount of permanent State funds.	$6,157,052	$6,382,248	$6,382,000	$6,573,804	.....

a For the first two years, 6 months; for the others, 5 months, except in

TICS OF ILLINOIS—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
973,589	992,354	1,002,421	1,000,694	1,010,851	I. 10,157	I. 132,434
687,446	694,489	706,733	693,334	704,041	I. 10,707	I. 32,260
.....	420,031	423,638	404,479	431,638	I. 27,159	I. 89,952
49,375	59,375	41,406	47,674	60,440	I. 12,766	I. 25,557
11,563	11,581	11,714	11,680	11,599	D. 81	I. 487
11,204	11,285	11,438	11,422	11,419	D. 3	I. 881
113	64	55	171	76	D. 95	D. 280
94	94	101	87	105	I. 18	D. 113
1,091	886	899	928	980	I. 52	D. 112
46,722	48,189	49,310	47,689	57,726	I. 10,037	I. 6,593
11,693	11,743	11,874	11,889	11,883	D. 6	I. 905
283	211	212	135	265	I. 130	D. 205
11,905	10,808	12,286	11,993	11,964	D. 29	I. 808
822	973	810	860	921	I. 61	I. 270
110	103	128	109	110	I. 1	I. 19
150	152	154	144	150	I. 6	I. 3
$18,058,386	$17,783,929	$16,105,870	$16,902,710	$15,875,566	D. $1,027,144	D. $2,498,314
527	548	582	660	661	I. 1	I. 201
9,295	9,162	9,475	8,973	8,834	D. 139	I. 8
12,826	12,836	12,817	12,737	13,421	I. 684	I. 1,902
22,121	21,998	22,292	21,710	22,255	I. 545	I. 1,970
$47 96	$46 17	$54 07	$41 45	$41 92	I. $0 47	D. $7 08
33 30	32 23	30 89	34 18	31 80	D. 2 38	D. 5 20
1,276	1,317	1,017	1,125	1,497	I. 372	I. 844
$8,448,467	$8,020,534	$7,815,693	$6,142,340	$7,836,953	I. $1,694,613	I. $366,271
8,268,539	7,702,525	7,526,109	6,190,733	7,531,942	I. 1,341,209	I. 378,655
$5,752,565	.....	$5,337,858	$6,577,892	$9,049,302	I. $2,471,410	I. $2,892,250

incorporated cities and villages, where 6 months is still the minimum.

STATE SCHOOL SYSTEM.

OFFICERS.

For the ten years embraced in this review, the public free schools have been under the following officers: a superintendent of public instruction for the State, a superintendent of schools for each county, three trustees of schools for each township, and three directors for each school district;[1] the trustees have the custody of schoolhouses and sites; the directors, the supervision and control of schools, under the oversight of the State and county superintendents. These officers are all elected by the people, those for the State and counties for 4 years' terms; those for townships and districts, after the first election, for 3 years' terms, one being subject to change annually. Women duly qualified are by law of 1879 eligible to any school office, though the constitutionality of the law has been questioned.

OTHER FEATURES OF THE SYSTEM.

The full State system includes, besides the public free schools, 2 State normal universities, an industrial university, schools for the blind, for the deaf and dumb, for the feeble-minded, and for soldiers' orphans, with a reform school for boys and an industrial school for girls. These all receive attention under the heads Training of Teachers, Superior Instruction, Scientific Instruction, and Special Instruction.

The public schools have from the beginning been free to all resident white youth of school age, which age till 1866 was 5 to 21; since then, 6 to 21. From 1870 they have also been free to colored children of such age, and since 1874 none of this race could be excluded from any public school on account of color. Gradation up to high schools is provided for by law, and in addition to the high schools there are State normal schools and a State Industrial University. The former offers free instruction to certain qualified students who engage to teach in the State schools, the latter to all qualified residents of the State. The direction of studies to be pursued and text books to be used is given to the local school boards. Besides the common English branches, instruction in German, French, music, and drawing has been long allowed, and since 1872 teachers have been required to be able to teach physiology and the laws of health, a requirement limited from 1879 to those above the lowest grade. Each teacher in a State free school must have from the proper officer a certificate of qualification covering the whole school time to be engaged for, and must return to the clerk of the school board the required schedules of attendance before he can draw his pay. This pay for teachers is derived from a State allowance of $1,000,000 annually[2] and from local taxes, which must not exceed 2 per cent. for current and 3 per cent. for building purposes. The school month throughout the ten years has been practically 22 days, though in the earlier and later years of that period made the calendar month less Saturdays and legal holidays. The school year, for the statistics of State schools, was in 1879 changed to end June 30 instead of September 30. For school sessions, it is in ordinary districts 110 days of actual teaching; in cities and incorporated villages, 6 to 10 school months.

GENERAL CONDITION.

The record for 1879–'80 is encouraging. Though the districts reporting were 81 less than in the previous year, the number of pupils enrolled in public and private schools was more than twice as great as the additional youth of school age; the average daily attendance in free schools alone, almost three times as great. The public schools embraced in the returns were 29 less; but the number of these graded, including one high school, was 62 greater, and 130 more than in 1878–'79 had the benefit of fresh new school-houses; 52 more had libraries to aid and supplement the school work, and the increase in the number of volumes in the libraries was 10,037. The increase of teachers, 545, was [illegible] fair proportion to the increase of enrolment and average attendance in the public schools; while in private and church schools the number of new teachers, 372, was about 1 to every 34 new pupils. The receipts for public schools were $1,695,613 greater than those of the preceding year; the expenditures for them, $1,341,209 greater; the State school funds, including some new elements, $2,790,589 more.

RÉSUMÉ FOR TEN YEARS.

For the whole ten years the increase shown is proportionately less than for the last year; partly because, for the first four years of the ten, a State superintendent of eminent ability, holding the chair for a long time, had brought the schools up to a point

[1] The only exceptions to this statement as to directors may be found under the head of City School Systems, following.

[2] This sum, made in 1873 the fixed product of State taxes and school funds and since regularly continued, is distributed on the basis of the number of children under 21 years of age in each school district.

which it was hard to pass, and partly because four of the following years were filled with disheartening financial troubles, which threw great hindrances in the way of progress. Still there was growth. The number of children brought into the schools did not, indeed, begin to meet the steady increase of scholastic population, but the average daily attendance materially improved. Then, the reporting districts and the number with full school terms increased most encouragingly; there were 808 more public free schools, 289 more of these graded, including 19 more high schools; 1,970 more teachers, of whom a greater proportion had been specially trained for school work; and, although the receipts and expenditures for schools and the valuation of school property do not seem greatly larger, they represent a higher value, owing to appreciation in the currency.

CHANGES IN THE SCHOOL LAW.

In 1872 the basis of apportionment of school funds, which had been threefold, was unified and made to be the number of children under 21 years of age; the school month was made 22 days actually taught, instead of the calendar month less holidays, which was again restored in 1879; elections of school trustees were changed from the second Monday in April to the second Saturday, to secure a fuller attendance; township treasurers were declared to be the only lawful custodians of district and township funds and were required to be residents of their respective townships; division of districts was restricted; the district school tax was limited to 2 per cent. for the support of schools and 3 per cent. for building purposes. District bonded indebtedness, too, which previously might be added to at the rate of 5 per cent. on the district property each year, was limited to 5 per cent. as a whole. Township high schools and elective city boards of education were also then provided for, and all incorporated institutions of learning were required to report to the State superintendent. In 1873, the eligibility of women to all school offices was declared; in 1874, the right of colored children to the full privileges of the public schools, secured in general terms by the constitution of 1870, was explicitly stated and very firmly emphasized; in 1875, the visitatorial powers of the State superintendent were made to extend to the charitable institutions of the State, which were also ordered to report to him, as the literary institutions had been before required to do. In 1879, the dates for reports from all minor school officers were made earlier, to give more time for preparation of the State report; the old school month was, as before stated, restored; and a general law for cities incorporated under earlier charters, which made members of the common council ex officio members of the school boards, required that such boards should thereafter be constituted by the mayor nominating to the council in the first year 2 members from each ward to serve respectively for 1 and 2 year terms, while in subsequent years one only from each ward should be nominated, in place of the outgoing one, for a 2 years' term. These boards were to organize by electing one of their number president and another secretary for a year.

KINDERGÄRTEN.

The first one in this State known to the Bureau was the West Side Kindergarten of Miss Sara Eddy, in Chicago, established in 1871. The next, the University Square Kindergarten of Mrs. John Ogden, established in 1874. In 1879, there were 13 on the list of the Bureau, of which number 10 reported. For those reporting for 1880, see Table V of the appendix to this volume.

CITY SCHOOL SYSTEMS.

OFFICERS.

Cities incorporated since 1872 have, under a general law, boards of education of 6 members for populations ranging from 2,000 to 12,000, with 3 additional members on reaching 12,000 and 3 for every 10,000 beyond that. The members are elected by the people for 1, 2, and 3 year terms at first, and afterwards each for 3 years, one-third going out each year. Cities previously chartered, in which, by general or special law, members of the common council had been made ex officio members of the school board, have been required since July, 1879, to have boards of education composed of 2 members from each ward, appointed by the mayor with consent of council, one member from each ward to be subject to change yearly. Cities with 100,000 or more inhabitants have boards limited to 15 members, appointed by the mayor with consent of council, one-third to be annually changed. City superintendents of schools act in most cases as executive agents of the boards. Chicago has, also, an assistant superintendent.

STATISTICS.

Cities.	Reported population. a	Youth of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Alton	8,978					
Aurora	11,825					
Belleville	10,682	4,532	1,961	1,614	40	$38,362
Bloomington	17,184	5,395	3,581	2,386	65	60,689
Chicago	503,305	137,035	59,562	42,275	898	1,000,003
Danville	7,735	3,030	1,850	1,230	34	14,938
Decatur	9,548	3,438	1,751	1,373	29	25,559
Elgin	8,789	2,546	1,320	831	21	12,827
East St. Louis						
Freeport	8,516		1,700	1,350	28	
Galesburg	11,446	4,257	2,075	1,474	35	18,821
Hyde Park	15,716					
Jacksonville	10,927					
Joliet	11,659	4,165	2,038	1,604	41	23,498
Ottawa			1,737			18,962
Peoria	29,319	9,670	4,761	3,386	78	64,870
Quincy	27,275	9,541	3,723	2,377	55	38,274
Rockford b	13,136	3,884	2,105	1,833	57	25,874
Rock Island	11,661	3,426	2,166	1,587	37	31,562
Springfield	19,746					

a The populations here given are either from the census of 1880 or from enumerations made under municipal or State direction in the same year.
b The statistics are for 1878–'79.

ADDITIONAL PARTICULARS.

Belleville reports 700 pupils in private or parochial schools, besides the 1,961 in public schools, making 2,661 in all, or about 59 per cent. of the number of youth of school age. The public school buildings for the year were 4, with 40 rooms and seats for 2,000 pupils; the valuation of school property (one additional building having been added), $72,000; the grades in the schools, 8. In the hope that shortening the course would induce a larger number to complete it, the ninth grade was dropped; but the result showed fewer in the higher grammar grades. German was among the studies and was thought to be an element of strength.—(Report and return.)

Bloomington, under a lady superintendent, presents the very creditable record of 103 pupils in the public schools neither absent nor tardy for the year, an average daily attendance nearly 94.5 on the average number belonging, 2 new brick school buildings erected at an expense of about $15,000, and the extinction of nearly $24,000 of indebtedness.—(Report.)

Chicago, besides the 59,562 youth in public schools, had 22,506 in private or church schools,[1] a total of 82,068, leaving 54,967 of school age out of school, of whom 30,080 are said to have been at work for wages or to have left school not to return. The city school buildings for the year (including 5 newly built and 17 rented ones) numbered 73, giving seats for 44,639 pupils, and valued, with furniture and apparatus, at $1,543,650. The elementary instruction was given, as before, in 4 primary and 4 grammar grades, the secondary in 4 high school grades. There was one ungraded school with 69 pupils, the remainder of the 59,562 enrolled being 47,174 in primary grades, 10,859 in grammar grades, and 1,460 in high. No mention is made of the 10 evening schools, which in 1878–'79 enrolled 2,360 pupils in a session of ten weeks. A school for deaf-mutes established in January, 1875, proved so successful that in 1879 the State legislature appropriated $15,000 for the extension of its work, and through this aid the city board was enabled to establish a branch school in each of the 3 divisions of the city, retaining the first established as a central school for the more advanced pupils. The enrolment in these schools for 1879–'80 was 46; the number of teachers, 5. The principal of the central school had general charge of all 4. In the general school course, drawing, vocal music, and German maintained their place, music being begun in the first year, drawing in the second, German in the fifth. The number of pupils taking German in 1879–'80 was 3,004, an increase of 696, although, under a rule that there must be 20 pupils to form a class, 350 who desired to study it were unable to do so. From the crowding in the lower grades, there had to be by the close of the year 101 half day divisions of city schools, with a membership of 5,716. The average daily membership by grades throughout the city was: primary, 34,469; grammar, 9,399; high, 1,179; of which last 242 were in the Central High School.—(Report of board of education.)

Danville reported 12 years in its school course, 8 below the high school and 4 in that school, which had both a classical and a general course, each of 4 years.

Decatur presents for the year 1879–'80 only a brief report, embodying little beyond

[1] At the close of the year, it appears from the school census of 1880 that there were 28,635.

statistics, the chief items of which are given in the table. In the high school noticed last year were 5 teachers; in the ward schools, 24. The average daily attendance to each high school teacher was 30.4; to each ward school teacher, 50.9.

Elgin reports 7 school buildings, with 24 rooms and 1,120 sittings for study, all valued (with sites, furniture, and apparatus) at $15,763. The schools included primary, grammar, and high divisions, the first enrolling 1,130, the second 166, the third 24. In private and parochial schools there were 546 more.—(Return.)

Freeport's statistics, which appear to be for 1880–'81 rather than for 1879–'80, indicate primary, grammar, and high schools, housed in 6 buildings, with 2,000 sittings for study; besides 3 private or church schools, with 25 rooms.—(Return and printed slip.)

Galesburg had in 1879–'80 seven school buildings, all of brick save one; the schools furnished ample accommodation, and were generally supplied with globes, charts, and maps and had grounds planted with trees. A high school, with 3 years of study, scientific and Latin-scientific, was at the head of the school system, 8 lower grades leading up to this. The plan is to promote from grade to grade whenever classes or single pupils have finished the prescribed work, without constrained limitation to any fixed time. Drawing enters into the school course, but was not as successful during the year as could be wished. A special teacher of penmanship was employed for a part of the year, with marked improvement, the pupils paying for the lessons.—(Report.)

Joliet reports 7 school buildings, with sittings for 1,784 pupils, valued with sites, furniture, and apparatus, at $66,062.

Ottawa makes only a brief newspaper report, containing nothing beyond the statistics given in the table, except that the average monthly enrolment was 1,329.8; the average of that enrolment to each teacher, 47½; the cost per pupil on total enrolment, $10.91, and on average monthly enrolment, $14.25. In 1879 it had 8 school buildings, with an average of 4 rooms each and with sittings for 1,680 pupils. Sites, buildings, furniture, and apparatus were then valued at $80,050.

Peoria appears to have condensed its school accommodations, as in place of the 16 buildings reported in 1878 it reports 10 for 1879–'80, one of these a large new one, heated by steam, well lighted from the rear and left side of the pupils, with good arrangements for ventilation. This last was built at a cost of $16,046. All the school buildings, with sites, furniture, and apparatus, were valued at $217,700, and afforded sittings for 2,300 primary, 1,600 grammar, and 250 high school pupils. The whole number of pupils enrolled in the year is said to have been about 68 per cent. of the school population between 6 and 16 years of age, while the average daily attendance was 96 per cent. of the average enrolment, a fair indication of attractive teaching. In the high school the attendance was much increased by the adoption, at the beginning of the year, of an English and commercial course running parallel with the classical. Of 200 pupils, 69 took the English course. There were 2 evening schools, attendance not given. Fourteen private and church schools had 1,800 pupils.—(Report and return.)

Quincy in 1879–'80 had 9 school buildings owned by the city and 1 rented, 53 class rooms, 5 recitation rooms, and seats for 3,211 pupils, all with sites, furniture, and apparatus, valued at $200,700. Although the youth of school age numbered more than the preceding year, the enrolment and average attendance in public schools were smaller, owing, the superintendent says, to measles in 3 districts and to dissatisfaction with the school arrangements in another. Still, including 1,800 in private and parochial schools, there were 5,523 children under instruction out of the 9,5[illegible]1 entitled to it. In the public schools the enrolment was 3,178 in primary, 428 in grammar, and 117 in high school grades. The instruction appears to have been good and the results in most of the studies encouraging. Drawing, however, is still said to have been rather unsatisfactory, from want of sufficient preliminary training of the regular teachers, a hindrance to success which it was hoped would be partially removed ere long. Grammar was taught orally in the primary grades; reading, by the word and phonic method; German, only in the grammar and high schools.—(Report and return.)

Rockford had in 1878–'79 (the date of the latest report) 11 school buildings, with 40 rooms for both study and recitation and 13 for recitation only; 2,500 sittings for study; value of sites, furniture, and apparatus, $121,500. Besides the 2,105 children in public schools there were about 500 in church or private schools, making 67 per cent. of the school population under training. A special teacher of music was employed in the public schools.

Rock Island presents 10 school buildings, with 38 rooms for united study and recitation, besides 5 for recitation only; sittings for 1,365 primary, 735 grammar, and 120 high school pupils; valuation of all school property, $102,300. In private and parochial schools there were 410 pupils. A table accompanies the report which shows a gain since 1873 of 35¾ per cent. in enrolment in the public schools, of 57½ per cent. in average belonging, and of 60 per cent. in average attendance. The grades presented are 3 primary, 2 intermediate, 4 grammar, and 4 high, the English department of the high school, however, having only 3.—(Report and return.)

TRAINING OF TEACHERS.

STATE AND COUNTY NORMAL SCHOOLS.

There were 2 State normal schools in 1879–'80, the *Illinois State Normal University*, at Normal, near Bloomington, and the *Southern Illinois Normal University*, Carbondale, and 1 county normal school, the *Cook County Normal School*, Normalville, the *Peoria County Normal School*, established in 1868, having been discontinued in the spring of 1879. All have courses of 3 years in English studies; the Southern Illinois, a classical course also, covering one preparatory and 3 normal years. All had schools connected with them, which served in some measure as preparatory schools while used as model schools for observation and practice. The 2 State schools had, during the year, 25 instructors, 605 normal students, and 25 graduates; the Cook County school, 8 instructors, 200 normal students, and 22 graduates.—(Reports and returns.)

OTHER NORMAL SCHOOLS AND NORMAL COURSES.

Six private or church schools for training teachers report in some way for the year as follows: *Evangelical Lutheran Teachers' Seminary*, Addison, 7 teachers and 130 normal students, with 22 graduates from its 5 years' course; *normal department of Eureka College*, Eureka, 5 teachers, 40 students in a 3 years' course, no graduates; *Northwestern German-English Normal School*, Galena, 5 teachers, 78 students in a 3 years' course, and 3 graduates; *Morris Normal and Scientific School*, Morris, 11 teachers, 80 students in a 4 years' normal course, and 9 graduates; *Teachers' Training School and School of Individual Instruction*, Oregon, 3 instructors, 60 students in normal courses, but no graduates; and *Westfield College Teachers' Course*, 4 students, teachers and graduates not indicated. Total reported instructors in the 6 schools, 31; normal students, 292; graduates, 34. *Northern Illinois College and Normal School*, Fulton, and *McKendree College*, Lebanon, had also in the year arrangements for normal training, and probably *Rock River University*, Dixon, which had a 2 years' normal course in 1878–79. *Hedding College*, Abingdon, and *Lake Forest University*, Lake Forest, announced in 1879–'80 normal instruction for the following year. In the State report appear 2 other schools offering normal training, but without indication of normal students: Teachers' Institute and Classical Seminary, East Paw Paw, and Normal College, Grayville.

TEACHERS' INSTITUTES.

Superintendent Slade says that the reports for the year ending July 1, 1880, show 225 institutes held by county superintendents and 147 by other persons, or 372 in all, and that they were in session 1,865 days, an average of 5 days each, with a total enrolment of 8,424, being 38 per cent. of the number teaching in the schools that year and an average of 32 teachers attending each institute. These figures and those of 11 preceding years (omitting one fractional year) show him that only from 24 to 38 per cent. of the teachers in the public schools attend any of the institutes held for their improvement in about three-fourths of the counties of the State each year. Pursuing his inquiries further, he has found that in 25 counties, in which well arranged institutes were held under good leadership, 64 per cent. of all the teachers attended, and that in some others where the institutes were exceptionally good all or nearly all the teachers were enrolled, while in 67 other counties (more than three-fourths of all in the State) at least 76 teachers out of every hundred did not attend any institute at all. He therefore adopts and urges a plan, proposed by Superintendent Bateman in 1872, for having the State engage a set of State institute instructors, who, by their skill and eloquence, may bring out a far greater proportion of the teachers, and enlighten, influence, and improve them.

EDUCATIONAL JOURNALS.

The Educational Weekly continued at Chicago during 1880, together with the following monthlies: Barnes's Educational Monthly, published simultaneously in Chicago and New York; Western Educational Journal, begun at Chicago January, 1880; Educational News Gleaner (in its fifth volume), Chicago and Normal; and the Normal Worker, begun at Morris in the beginning of the year.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The statistical table at the opening of this abstract shows 110 public high schools, a smaller number than in some preceding years. The seeming diminution, Superintendent Slade says, is due to the fact that in his circular to school officers he requested them to return as high schools only those which had a regular course of 3 or 4 years' duration actually taught to pupils in the school. Hence, one county that in 1878 reported 7 high schools, in 1880 reported none; another changed from 12 to 3; a third,

from 7 to 2. He thinks from the returns received that probably there were more real high schools and more pupils receiving true high school instruction in them than at any previous time. Still, the imperfections and errors of some of the returns received made it impossible to determine absolutely as to these points. He could only estimate that there were in the 110 high schools reported about 8,000 pupils under real high school training. The graduates reported for the year numbered 924. The schools themselves, as respects management, he classed as follows: Managed by boards of education under special charter, 33; by boards under the general school law for cities and villages, 47; by township boards, 6; by directors of county school districts, 24. As respects courses, there were 63 with 4 years' courses and 47 in which the course was 3 years.

The Central High School at Chicago was dropped in 1880 on the elevation of its honored principal, Mr. George P. Howland, to the superintendency of the city schools. Its work was devolved on the 3 division high schools, the courses in which were extended to meet the need.

OTHER SECONDARY SCHOOLS.

For information respecting business colleges, academic and preparatory schools, see Tables IV, VI, and VII of the appendix; for preparatory departments of colleges and schools of science, see Tables IX and X; for summaries of the statistics of each class of schools, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Illinois Industrial University* (founded 1867 and opened to students 1868) presents in its college of literature and science the State provision for a liberal education after the older form. This college includes a school of English and modern languages and a school of ancient languages and literature. The course in each of these is 4 years, the latter embracing the usual Latin, Greek, and other studies of what is commonly called the classical course in colleges; the former embracing Latin, but not Greek, with larger preparation in physical sciences and a general survey of British and American literature, and answering to Latin-scientific courses elsewhere. For both, as well as for the other more specifically scientific courses, some aids to preparation were still offered in 1879–'80 (as in other years since 1877) in a preliminary year of study at the university; but the examined and approved high schools of the State had come to be mainly relied on for this work, which, on the whole, they were found to do successfully. This preparatory work will be dropped by the university as soon as the high schools can do it all well.

Of the other 28 recognized colleges in the State, one, the Swedish-American Ansgari College, Knoxville, held no session for 1879–'80, being in course of reorganization. Two others, Rock River University, Dixon, and Lincoln University, Lincoln, have furnished no catalogues since 1877. The remaining 25 report, mostly for 1879–'80, preparatory courses of 1, 2, or 3 years and classical courses of 4 years.[1] All but 6 report also scientific courses of 2, 3, or 4 years, differing from the classical in the substitution of modern for ancient languages and in giving more attention to physical sciences, though 2 (Northwestern University, Evanston, and Mt. Morris College, Mt. Morris) showed Latin-scientific besides the ordinary scientific; 1 (Northwestern College, Naperville) had both Latin-scientific and Greek-scientific; Lake Forest University and the University of Chicago, philosophical courses also. Eureka College, Eureka, and Knox College, Galesburg (the latter presided over by a former State superintendent of instruction, Dr. Newton Bateman), had special courses for ladies; Lombard University, at the same place, a literary course. Illinois Wesleyan, Bloomington, offered to graduates and non-residents 5 courses, and almost all gave opportunities for the pursuit of special studies (such as music, drawing, painting, penmanship, book-keeping, French, and German) either aside from or in connection with the chosen course. Ten offered theological instruction, 6 of them in 3 years' courses; 5 had law schools, with 2 years' courses, and 1 a medical school, in which the requirements of the American Medical Association were imposed and a 3 years' graded course recommended.

Both at the State Industrial University and at Shurtleff College, Upper Alton, a system of students' government prevailed, with the approval of the faculties, and, it is said, with a most beneficial influence on the students themselves.

For the titles, location, and statistics of all the colleges for young men or for both sexes reported to the Bureau, see Table IX of the appendix. A summary of statistics of all the reporting colleges may be found in Tables IX and X of the report of the Commissioner preceding.

[1] The only exceptions are the Evangelical Lutheran College, at Mendota, which is itself little more than a fair preparatory school for the theological seminary connected with it, and 2 Roman Catholic colleges, St. Viateur's, Bourbonnais Grove, and St. Joseph's, Teutopolis, which include in their nominally 6 years' collegiate courses 2 years of studies elsewhere held to be preparatory.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

All the above mentioned colleges, including the State University, admit young women to full privileges, except 3 under Roman Catholic and 3 under Lutheran influences. Besides these coeducational colleges, there may be found in Table VIII of the appendix the statistics of some 13 schools of high class for young women only, presenting fair collegiate courses, with facilities for instruction in modern languages, music, art, &c.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

In the colleges of agriculture, engineering, and natural science connected with the *Illinois Industrial University* is presented the highest scientific instruction that the resources of the State command. The first embraces the elements of farming, gardening, veterinary science, and rural economy; the second, mechanical, mining,[1] and civil engineering, with architecture; the third, chemistry, natural history, and domestic science. In each college and each school in it the course is of 4 years. Besides these collegiate schools there are 3 independent schools: one of military science, with a programme for 4 years; one of commerce, with a full 2 years' course, and one of art and design, with 4 stages, which may cover as many years or terms, according to the preparation and capacity of students for the work.

Then, as before said, opportunities for scientific training are afforded in most of the chartered colleges, though with inferior advantages to those provided by the State. For statistics, see Tables IX and X of the appendix; for a summary of them, corresponding tables in the report of the Commissioner preceding.

PROFESSIONAL.

The *theological* schools, with 3 years' courses and more or less preliminary examination of candidates for admission without collegiate training, appear to have been in 1879–'80 the following: Bible department of Abingdon College, Abingdon (Christian); theological department of Blackburn University, Carlinville (Presbyterian); Chicago Theological Seminary (Baptist) and Presbyterian Theological Seminary of the Northwest, both at Chicago; Garrett Biblical Institute, of Northwestern University, Evanston (Methodist Episcopal); theological department of Lincoln University, Lincoln (Cumberland Presbyterian); Wartburg Seminary, Mendota, and the Preachers' Seminary, Springfield (both Evangelical Lutheran), with the Baptist Union Theological Seminary, Morgan Park, near Chicago, in which were 3 good and full 3 years' courses, the first for graduates of colleges or persons with substantially equivalent training, the second a special course for worthy candidates without great educational advantages, the third for training missionaries to work among the Scandinavians of the Northwest or Europe.

The theological department of Northwestern German-English Normal School, Galena (German Methodist Episcopal), had a 3 years' course, but no examination for admission, and the same appears to have been the case with the theological department of Shurtleff College, Upper Alton. The Bible course in Eureka College, Eureka (Christian), was of only 2 years; the theological, in Augustana College, Rock Island (Evangelical Lutheran), also of 2 years; while in Carthage College, Carthage (Lutheran), was a German theological course, and in McKendree College, Lebanon (Methodist Episcopal), an apparently English theological, to which no definite time was assigned. The training in theology formerly offered at the Illinois Wesleyan University, Bloomington (Methodist), was not mentioned in the catalogue for 1879–'80.

For statistics, see Table XI of the appendix; for a summary of them, a corresponding table in the report of the Commissioner preceding.

The *law* schools for the year were: Bloomington Law School, Illinois Wesleyan University, Bloomington; Union College of Law of the University of Chicago and Northwestern University, Evanston; and law department of McKendree College, Lebanon, all with 2 years' courses,[2] covering 9 months, or 36 weeks, in each year. The last alone had any examination for admission to the course. The statistics were, for 1879–'80, in the Bloomington school, professors 6, students 38, graduates 10; in the Evanston school, professors 5, students 102 (of whom 27 had received degrees in letters or science), graduates 32; in the Lebanon school, professors 2, students 11, graduates 3.—(Catalogues and returns.)

The recognized *medical* schools, all at Chicago, were as follows: "Regular," Rush Medical College, Woman's Medical College (formerly Woman's Hospital Medical College), and Chicago Medical College (connected with Northwestern University, Evans-

[1] Mining engineering formed a separate course till 1879–'80. Then, from want of a special professor for it, its studies were made optional alternates in the school of civil engineering.

[2] A return from McKendree makes the course there 3 years, but the college catalogues for 1879–'80 and 1880–'81 show arrangements for only 2 years.

ton); eclectic, Bennett College of Eclectic Medicine and Surgery; homœopathic, Chicago Homœopathic College and Hahnemann Medical College and Hospital. These all had in 1879–'80 the usual requirements of three years of study under a special preceptor and attendance on two full courses of lectures of 21 to 28 weeks each; but Rush College, the Woman's Medical College, and the Chicago Homœopathic College offered and strongly urged a 3 years' graded course, Rush College so steadily pressing this as to induce most of its students to take the recommended course. In the 2 homœopathic colleges women were admitted to full privileges; but at the Rush College separate provision was made for them.

Only one other medical institution appears—the Chicago College of Pharmacy—which had the usual requirements, 4 years' experience in apothecary work, attendance on 2 lecture courses of 5 months each, and the passage of a final examination, both oral and written. Laboratory work and a summer course in botany were optional.

For full statistics (all reporting them), see Table XIII of the appendix; for a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Illinois Institution for the Education of the Deaf and Dumb*, Jacksonville, reports for the years 1878–'79 and 1879–'80, pupils remaining on rolls at date of previous report, 516; since admitted or readmitted, 197; graduated, died, or discharged, 154; remaining on the rolls September 30, 1880, 559; present at that date, 481. The whole number during the fiscal year 1879–'80 was 564; average for the school term, 456; for the entire year, including the vacation, 307. In former years the effort had been to impart to the pupils a knowledge of language and the rudiments of a good English education in 8 terms, beginning with their eleventh year. This being found too short for full instruction, the course of study has been increased to 10 years. Even with this extension of the course, it is said that those who complete it will not be able to enter the National College for Deaf-Mutes, Washington, D. C. In addition to common school studies, articulation is taught to such as are susceptible of it, with drawing, painting, farming, gardening, cabinet making, shoemaking, printing, wood turning, and sewing. There were 9 additional teachers.

The *Chicago School for Deaf-Mutes*, which had been, from January, 1875, carried on as a day school by Mr. P. A. Emery, under the auspices of the city school board, having received in 1879 an appropriation of $15,000 from the State, was in 1879–'80 expanded into 4, a central school for the more advanced pupils and a branch school for each of the 3 divisions of the city, all under Mr. Emery, with a special teacher for each school; 46 pupils were enrolled in these schools, 29 of them boys and 17 girls. At the opening of the next school term, in September, the number rose to 52, making it necessary to open another school and employ another teacher. The ordinary English branches were taught.—(Chicago school report.)

EDUCATION OF THE BLIND.

The Illinois Institution for the Education of the Blind, Jacksonville, had for 1878–'79 a total attendance of 133, an average attendance of 108; for 1879–'80, total 138, average 117. The school embraced 3 departments, literary, musical, and mechanical. The literary—divided into 4 sections, preparatory, intermediate, junior, and senior—gives a fair common school training. The musical receives all who show musical taste and instructs in both vocal and instrumental music. The mechanical teaches brush and broom making and the cane seating of chairs.

EDUCATION OF THE FEEBLE-MINDED.

The Illinois Asylum for Feeble-Minded Children, Lincoln, reports for the 2 years from September 30, 1878, pupils present at that date, 200; admitted or readmitted during the succeeding year, 169; died, 5; temporarily absent or discharged at the close, 103, leaving 261; average daily attendance in that school year, 233. To the 261 present September 30, 1879, were added in 1879–'80 by first admission 73, by readmission 84, while 3 were lost by death and 119 were either discharged or temporarily absent at the close of the year, leaving 296 present September 30, 1880. Average daily attendance in that school year, 286. For school instruction the pupils were divided into 10 classes, the 3 highest of which were duly graded. The teaching in the others was necessarily largely individual. The higher pupils were also exercised in vocal music, singing by rote, and calisthenics; girls were taught sewing and embroidery. Out of school hours all were under the care of attendants, the girls being exercised in household duties and the boys in gardening and such other things as might tend to develop a capacity for useful occupation. The results in the development of latent capacities—intellectual, moral, and industrial—are deemed highly encouraging.

INSTRUCTION OF ORPHANS.

In the Illinois Soldiers' Orphans' Home, Normal, 343 were enrolled in 1878–'79 and 302 were in average attendance on school exercises; in 1879–'80, the enrolment was 354, the average attendance 317. The school included in 1878–'79 six departments, one of them a Kindergarten, all under 6 teachers. The next year there were 7 teachers to meet the increased number of pupils. At the close of that year, the Kindergarten was discontinued and a principal and 6 teachers were engaged for 1880–'81, with a better grading of the course of study.

For other schools for orphans, see Table XXII of the appendix, and for a summary of the same the report of the Commissioner preceding.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Illinois State Reform School*, Pontiac, in the 2 years ending September 30, 1880, received 170 boys, of whom 30 could not read, 104 could not write, 102 had never studied arithmetic, 147 knew nothing of geography, and 164 nothing of grammar. It discharged in the same 2 years 164 boys who could all read intelligibly, write legibly and in many cases well, and do fair work in arithmetic and geography, while 49 had made some progress in language, 40 in natural philosophy, 8 in algebra, and 4 in Latin. The boys attended school 4 hours a day and worked 6 hours at shoemaking, tailoring, cane seating, farming, gardening, or household vocations, the remaining time being devoted to recreation, meals, devotional exercises, &c. A large proportion of those that have been subjected to this training are said to have been reclaimed from evil habits, many have done well in the world, and some have reached positions of honor and trust.

From the *Chicago House of Correction* there is no report at the date at which this goes to press.

The *Illinois Industrial School for Girls*, South Evanston, first opened November 1, 1877, reports for 1879–'80, pupils, 50; teachers, 3. The subjects of its care are dependent girls, who, from lack of proper guardianship, are in danger of falling into vicious ways. They are committed to it by State authority, and are trained in household industries and other means of self support, as well as in the essentials of an ordinary education. The evidences of benefit from this training are reported to be very clear.

For statistics of other industrial schools reporting for the same year, see Table XXII of the appendix, and for a summary of the same the report of the Commissioner preceding.

TRAINING IN ART AND LITERATURE.

As stated under the head of Superior Instruction, the Illinois Industrial University and many of the independent colleges and institutions for the higher instruction of young women provide facilities for training in music, drawing, and painting. Besides these, a special school for instruction in these arts and in the German, French, and Italian languages and literature has been established at Evanston.

The Chicago Academy of Design, at the last account from it, had classes in drawing and painting, with lectures on art and architecture, but statistics for 1879–'80 are wanting. This academy is not to be confounded with a fictitious school of design in the same city, the nominal head of which, J. B. Gaylord, is included among the "frauds" of the United States Postal Guide.

TRAINING FOR INDUSTRIAL OCCUPATIONS.

Following the lead of the Manual Training School of Washington University, St. Louis, Mo., some public spirited citizens of Chicago in the autumn of 1880 started a school for technical instruction under the same title. Its aim was to afford its pupils good training in the use of tools, in mechanical and free hand drawing, and in applied mathematics, to fit them for becoming mechanical engineers or for managing railway, mining, and manufacturing industries.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The State Teachers' Association met at Springfield in the winter vacation, December 28–30, 1880. The county superintendents held a short preliminary meeting in the State House, with Hon. James A. Slade, State superintendent, in the chair. In this meeting Mr. Slade urged on the county superintendents the duty of examining according to law the accounts of township treasurers and township school trustees, to see that they were duly kept, that the schools might receive no damage. Mr. Slade was warmly seconded in this by the supervisors present, some of whom bore testimony to the loose way in which the books of treasurers were sometimes kept.

In the teachers' association proper, Mr. Rourke opened the discussion in the first morning on "Increased efficiency of school directors," apparently defending the directors as a rule, opposing any tinkering with the law respecting them, and holding that for men receiving no compensation they did generally as good work as could be ex-

pected. The afternoon was occupied partly by General John Eaton, United States Commissioner of Education, in a review of the aspects of public school training as revealed by the reports received at his Bureau. After this President Cook delivered a lively address, in which he held that, as parents gave little time to inspection of the schools, they should provide for them able superintendents. The county supervision especially should be improved in efficiency. Superintendents should be chosen for their high literary qualifications as well as for their tact and executive ability, not for their party politics; and, being so chosen, they should be better paid to make it worth the while of good men to accept the office and give to it due attention. Superintendent A. M. Brooks, of Springfield, took essentially the same view, only holding that better service could probably be secured from superintendents not chosen by the people but appointed by a State board of education.

In the evening Colonel F. W. Parker, of Boston, discoursed upon the methods in the schools of Quincy, Mass., attacking the programme and regulation system of instruction and urging that teachers be allowed to study the character and capacity of pupils and to adapt their instructions to these as perceived. He held that it was not the amount of text book learning driven into a child that determined the improvement made, but the amount of really useful information that was comprehended, digested, and appropriated. The one aim should be to induce mental development, and whatever methods were found to conduce to this should be allowed.

On the second day there was an extended discussion of Colonel Parker's propositions by Superintendent Slade, President Hewitt, of the State Normal University, and others, but with what result is not stated. In the afternoon, Mr. O. S. H. White, of Peoria, read a carefully prepared paper on "School systems," outlining the system presented at Washington the preceding February by Hon. J. H. Smart, of Indiana, and saying that it would secure freedom from politics, fitness for service, and permanency of administration. He gave, too, an interesting sketch of the school system of the province of Ontario, Canada, expressing the belief that in the ungraded country schools better results were secured under this than in the United States, though probably in the latter the city schools would carry off the palm. Mrs. E. C. Larned, superintendent of Champaign County, introduced a resolution pledging the teachers present to use their best endeavors to inculcate temperance principles in their schools, which, after spirited discussion, passed by a vote of 62 to 20. In the evening Superintendent Peaslee, of Cincinnati, Ohio, delivered a lecture on "Gems of literature in our public schools," making an earnest appeal for more thorough teaching of the choice parts of English literature, both through reading books and recitations. In the morning hour of the last day Prof. A. F. Nightingale followed with a plea for due presentation of the ancient classical literature in the higher grades of schools. Then, after the usual routine work and an animated discussion of the means of remedying truancy, the meeting adjourned, having exchanged friendly greetings with 3 other State associations in session at the same time.—(Educational Weekly, January 13, 1881.)

OBITUARY RECORD.

PROFESSOR W. H. WOODYATT, M. D.

On the 31st of January, 1880, this promising young surgeon, who had early attained high reputation, passed to his final rest at the age of 34. Born September 12, 1846, at Brandford, Ontario, after private study there he came to the United States, pursued medical studies at the Hospital College, Cleveland, Ohio, graduating with distinction in 1869 and subsequently spending two years in close study of diseases of the eye and ear in the hospitals of New York, performing operations and gaining the reputation of being one of the most expert operators in the city. In 1871 he removed to Chicago, and was soon after appointed lecturer on his specialties at the Hahnemann Medical College there, giving his first course in the spring term of 1871. During the winter session following he delivered the regular lectures on ophthalmology and otology so acceptably that he was unanimously appointed professor in these subjects. Four years of continuous instruction confirmed the first impressions of his ability and thoroughness, clear method, and scientific accuracy, while his earnestness inspired his students with zeal kindred to his own. On the establishment of the Chicago Homœopathic College in 1876, he was offered a like place, which he accepted, serving with constantly increasing reputation till his death and leaving then an immense amount of material for a treatise on his specialties, to be possibly digested and published by some other hand.—(United States Medical Investigator, June 1, 1880.)

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES P. SLADE, *State superintendent of public instruction, Springfield.*

[Term, January 13, 1879, to January 10, 1880.]

Preceding superintendents in the ten years have been Dr. Newton Bateman (who served in all 15 years, 1858–1862 and 1864–1875) and Hon. S. M. Etter (1875–1879).

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
White youth 6–21	614,400	622,430	631,149	645,279	657,948
Colored youth 6–21	8,328	9,119	9,183	9,460	9,788
Whole number of school age	622,728	631,549	640,332	654,739	667,736
White youth in public schools	.....	.....	.....	.....	495,711
Colored in public schools	.....	.....	.....	.....	6,651
Enrolment, white and colored	450,057	459,451	463,204	489,044	502,362
Average daily attendance	295,071	295,125	292,851	311,272	300,743
SCHOOL DISTRICTS AND SCHOOLS.					
Districts in which schools were taught.	8,936	9,030	8,918	9,105	9,130
Districts in which no schools were taught.	96	70	72	53	52
Total number school districts	9,032	9,100	8,990	9,158	9,182
Districts in which colored schools were taught.	91	89	90	96	132
District graded schools	181	164	166	161	290
Township graded schools	56	81	62	110	106
Average time of schools, days	98½	116	105	113	120
Public school-houses	8,989	9,080	9,302	9,135	9,307
Valuation of school property	$7,381,840	$9,199,480	$9,404,040	$10,373,693	$10,870,338
School-houses built in the year	415	393	465	499	382
Private schools in public buildings.	.....	956	1,103	1,122	949
Male teachers in such schools	.....	464	230	300	267
Female teachers in such schools	.....	827	658	131	693
Pupils in such schools	.....	.....	18,017	25,523	18,956
Average daily attendance in such schools.	.....	.....	9,478	15,759	11,675
TEACHERS AND THEIR PAY.					
Male teachers in public schools	7,161	7,630	7,594	7,586	7,670
Female teachers in public schools.	4,672	4,931	5,190	5,419	5,463
Total in public schools	11,833	12,561	12,784	13,005	13,133
Average monthly pay of males *a*	$38 60	$39 00	$41 80	$45 60	$42 40
Average monthly pay of females. *a*	30 40	29 80	34 80	36 60	38 20
INCOME AND EXPENDITURE.					
Whole receipts for the public schools. *a*	.....	$3,589,742	$3,938,589	$3,283,359	$5,041,517
Whole expenditure for them *a*	.....	3,559,899	3,886,045	4,359,214	4,530,204
SCHOOL FUND.					
School fund, in part available	.....	$8,437,593	$8,590,239	$8,711,317	$8,799,192

a Specially furnished by Mr. John W. Holcombe, chief

TICS OF INDIANA—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79		Increase or decrease since 1870-'71.	
668,969	683,519	687,304	695,324	689,010	D.	6,314	I.	74,610
10,261	11,187	11,849	12,777	14,548	I.	1,771	I.	6,220
679,230	694,706	699,153	708,101	703,558	D.	4,543	I.	80,830
509,307	491,975	505,054	496,066	503,267	I.	7,201	.....	.....
6,963	6,751	7,481	7,826	8,016	I.	190	.....	.....
516,270	498,726	512,535	503,892	511,283	I.	7,391	I.	61,226
314,168	298,324	315,893	312,143	321,659	I.	9,516	I.	26,588
9,259	9,289	9,346	9,294	9,383	I.	89	I.	447
51	36	34	33	42	I.	9	D.	54
9,310	9,325	9,380	9,327	9,425	I.	98	I.	393
115	110	130	124	104	D.	20	I.	13
271	344	396	358	339	D.	19	I.	158
127	164	151	180	153	D.	27	I.	97
129	128	129	132	136	I.	4	I.	37½
9,434	9,476	9,545	9,637	9,647	I.	10	I.	658
$11,548,994	$11,376,730	$11,536,647	$11,787,705	$11,817,955	I.	$30,250	I.	$4,436,115
454	413	411	394	359	D.	35	D.	56
757	732	618	635	509	D.	126	.....	.....
229	223	238	242	200	D.	42	.....	.....
536	543	436	436	392	D.	44	.....	.....
13,764	12,306	13,516	14,434	12,112	D.	2,322	.....	.....
9,215	8,602	9,087	8,867	8,218	D.	649	.....	.....
7,852	8,109	8,039	8,016	7,802	D.	214	I.	641
5,559	5,465	5,742	5,574	5,776	I.	202	I.	1,104
13,411	13,574	13,781	13,590	13,578	D.	12	I.	1,745
$42 40	$39 20	$40 00	$38 60	$37 20	D.	$1 40	D.	$1 40
39 00	37 60	36 40	35 00	35 20	I.	20	I.	4 80
$5,083,327	$4,873,131	$4,591,968	$4,427,670	$4,402,850	D.	$24,820	.....	.....
4,921,085	4,673,766	4,651,911	4,476,729	4,491,850	I.	15,121	.....	.....
$8,870,872	$8,924,570	$8,974,456	$9,013,062	$9,065,255	I.	$52,193	.....	.....

clerk of the Indiana department of public instruction.

STATE SCHOOL SYSTEM.

OFFICERS.

Since 1869 the officers have been as follows: A State superintendent of public instruction, elected biennially by the qualified voters, and a State board of education, of 7 members until 1875, thereafter of 8; for each county, a school examiner, appointed triennially by the board of county commissioners—a county superintendent, appointed biennially by the assembled township trustees, taking his place since 1873, while county boards of education are found since that date; for each incorporated city and town, 3 school trustees, elected biennially until 1873, thereafter for 3 years' terms, with annual change of one; for each township, a township trustee, elected biennially; for each district, a school director, elected annually by the school voters. By act of March, 1871, one school commissioner was to be elected each year by the qualified electors of each school district in cities of 30,000 or more inhabitants. He was to serve as member of the board of school commissioners of such city. By law of 1877 the trustees constitute the school board of the city or town wherein elected.—(School laws.)

OTHER FEATURES OF THE SYSTEM.

To sustain the public schools there are two sources of revenue: the interest on the school funds and the proceeds of the tax levied by the State and by local authorities. The common school fund is made up of the surplus revenue fund, the saline fund, the bank tax fund, the county seminary funds, fines assessed for breaches of the penal laws of the State, all forfeitures, all escheated lands and estates, the proceeds of sales of swamp lands, and the fund arising from the 114th section of the charter of the State Bank of Indiana. There is also a congressional township fund. The special taxes for school purposes have varied somewhat during the ten years, but are now as follows: A State tax of 16 cents on each $100 and 50 cents on each poll for schools, with the income from liquor licenses; a local tax, for tuition not to exceed 30 cents on $100, for school-houses, furniture, &c., not to exceed 50 cents on $100. The school funds are distributed to the counties in proportion to the number of children of school age (6 to 21) reported in the annual census made by the trustees of townships, towns, and cities. Graded schools, in which were taught the common school branches and good behavior, were early provided for. The German language could also be introduced if required by the parents or guardians of 25 or more children. A school week is 5 days; school month, 20 days; school year, 3 months. Teachers are required to be licensed and to report regularly to the proper authorities; it is also expected that they will attend the monthly institutes.—(School laws, 1869, 1873, 1875, 1877, and acts of 1879.)

GENERAL REVIEW OF THE SCHOOL SYSTEM.

Superintendent Smart, in making his third and last biennial report, places on record the results of his study of the school system of the State. He finds this system to be the result of a growth of less than twenty-five years, the fruit of the constitution adopted in 1852. He further states that "from the date of the adoption of these fundamental laws the growth of the school system has been very rapid. A large school fund has been created and made productive; a grand system has been organized and perfected; public sentiment has been aroused and moulded aright; school-houses have been built by the thousand; schools have been opened within convenient distance of almost every child in the State; cities and villages have maintained high schools and training schools; a State normal school has been established; colleges and universities have been founded, and the whole educational machinery of the State has been adjusted and adapted to the wants of a great Commonwealth." Various diagrams and comparative tables in illustration of his statements are given by Mr. Smart. In one of the latter he shows that the number of children is increasing proportionately faster than the school fund, the per capita being $13.84 in 1870 and $12.88 in 1880; in another table the length of school term since 1868 is given, the number of days the schools were in session in 1880 being larger than any previous year, 136 against 87 in 1868. There were but two counties in 1880 in which the average was less than 100 days. School architecture has also improved much; in 1865 there were more than eleven hundred log cabins used; now only 75. Substantial and tasteful structures, brick predominating, take their places. Even in the rural districts most of the houses are models of excellence, although there is still complaint everywhere of inadequate ventilation. In 5½ years there has been an increase of 445 teachers, of 35,822 enumerated youth of school age, of 8,921 enrolled in public schools, of 20,916 in average attendance, and of $266,063 in the school fund. The number of districts in which no schools were taught was 162 in 1869–'70 and 42 in 1880. Colored schools were taught in 91 districts in 1871 and in 104 districts at the present date.—(Report of the superintendent of public instruction for 1879 and 1880.)

KINDERGÄRTEN.

The first school of this class seems to have been established in 1875 at Indianapolis. In 1880 there were three reported in that city, one in Franklin, and one in Marion. For full information relative to these schools, see Table V of the appendix, and a summary thereof in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

Cities and incorporated towns are governed by school boards composed of 3 trustees elected by the common council[1] for 3 years' terms, with the annual change of one. Each city has also a superintendent elected by the board. Indianapolis has a board of 11 members, elected by popular vote, a superintendent, 2 assistant superintendents, and a superintendent of school buildings and grounds.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Evansville	29,280	.....	.....	.....	.....	.....
Fort Wayne	26,880	13,539	3,541	2,817	93	$60,608
Indianapolis	75,074	26,789	13,936	8,925	219	244,637
Jeffersonville	9,359	.....	.....	.....	.....	.....
Laporte	.....	.....	1,133	829	22	18,743
Logansport	11,198	3,673	1,795	1,206	29	49,295
Madison	8,945	.....	.....	.....	.....	.....
New Albany	16,423	.....	.....	.....	.....	.....
Richmond	12,743	4,845	2,219	1,627	51	.....
South Bend	13,279	4,267	1,936	1,227	34	19,394
Terre Haute	26,040	8,096	4,138	2,975	78	53,683
Vincennes[a]	7,680	2,326	1,187	.....	18	15,372

[a] Statistics of 1879.

ADDITIONAL PARTICULARS.

Evansville makes no return and sends no report to the Bureau up to the time of going to press.

Fort Wayne reports 9 different school buildings, valued at $224,650; 3,788 sittings for study; the schools subdivided into primary, intermediate, grammar, and normal; special teachers of music, drawing, and penmanship; and 3,000 pupils in the private and parochial schools.—(Return.)

Indianapolis valued its school buildings and grounds at $968,782; kept its schools open 194 days; had 10,925 sittings for study; employed one teacher in the normal school, which had 15 sittings; and reported evening schools and special teachers of music and drawing.—(Return.)

Logansport reports 6 school-houses, containing 1,545 sittings for study and valued at $145,850; a special teacher of music; a constantly increasing proportion of pupils attending school during the entire year, and satisfactory improvement in regard to tardiness and truancy; colored pupils admitted to the white schools since 1878; and 745 pupils in the church schools.—(Return and city report.)

Richmond reports 43 schools (1 high, 14 grammar, 25 primary, and 3 colored) in 9 buildings, 8 of them owned by the city; 2,003 sittings for study; 665 pupils in the church schools; an increase of 2 primary schools; a new building opened for the English-German schools, the pupils pursuing the regular English course of study, with German, music, and drawing taught.—(City report for 1879–'80.)

South Bend reports 7 school buildings, with 935 sittings, worth $107,000; an overcrowded condition of the primary and lower intermediate departments; the school buildings in good condition, fitted with modern school furniture and better provided with apparatus than ever before; a special teacher of German employed, and both music and drawing taught.—(Return and report.)

Terre Haute reports the schools kept open 195 days; school property valued at $226,558; 11 school buildings, with 3,681 sittings for study; a special teacher of music; 972 pupils in private and parochial schools; a revision of the course of study and syllabuses at the beginning of the year; and ten general meetings of the teachers held

[1] The exceptions to this rule are to be cities with 30,000 or more inhabitants, where the people elect a school commissioner for each ward, who together form a board of school commissioners. The common councils of smaller cities may also adopt this system by a majority vote.

during the year, at which lectures, papers, discussions, readings, and music were given.—(Return and report.)

Vincennes reports a period of 12 years required for the whole course of study in the public schools; the schools subdivided into primary, grammar, and high grades; vocal music compulsory; German and book-keeping optional.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

By an act approved December 20, 1865, a State normal school was to be established and maintained, the object of which should be the preparation of teachers for the common schools of Indiana. On January 5, 1870, the Indiana State Normal School, at Terre Haute, was opened for instruction. The full course occupies 2½ years; yet it is allowable for students to attend one or more terms, to teach a term or so, and then return to the school. In 1879–'80 there were 454 students and 17 graduates, 15 of them engaged in teaching.

OTHER NORMAL TRAINING.

Since the organization of this school other schools for normal training have been established in different sections of the State. Of these the *Central Normal College and Commercial Institute*, organized at Danville in 1875, reports 710 normal students in 1879–'80 and 78 graduates; the *Elkhart County Normal and Classical School*, established in 1874, at Goshen, reports a 5 years' course of study and 110 students; the *Central Indiana Normal College and Business Institute*, organized in 1875, at Ladoga, has 9 different departments (including college preparatory and a new scientific course), with 182 pupils in the teachers' course; *Lagrange County Normal School*, at Lagrange, dating from 1874, reports a 3 years' course of study; *Northern Indiana Normal School and Business Institute*, Valparaiso, established in 1873, reports 1,138 normal students and an increased enrolment in the 6 years from 61 to 1,723 pupils a term. A new school, the *Southern Indiana Normal College*, was opened at Mitchell on April 6, 1880; in August of the same year 115 students were reported as attending the 3 years' course. The *Indiana Normal Kindergarten*, Indianapolis, dating from 1875, reports 3 graduates engaged in teaching. In addition to these schools the following colleges have made more or less provision for normal training: Bedford College, Bedford, in a summer normal; Wabash College, Crawfordsville, in an English and normal course of 1 year (22 students, 1879–'80); Fort Wayne College, Fort Wayne, in a 3 years' normal course (250 students, 1879–'80); Hartsville University, Hartsville, in a teachers' course of 2 years (no students indicated); Moore's Hill College, Moore's Hill (20 normal students); Earlham College, Richmond, in a normal class which apparently follows 3 years of English study (10 normal students); Ridgeville College, Ridgeville, in a normal course of 2 years, which the catalogue of 1879–'80 speaks of as a recent addition.—(Catalogues and returns of 1880.)

TEACHERS' INSTITUTES.

The law requires county superintendents to hold at least one institute each year in their respective counties. It also provides for township institutes or model schools for the improvement of teachers, to be held at least one Saturday in each month. Private normal institutes are also held from time to time in the different counties. Attendance on county institutes is encouraged by allowing the closing of schools during the sessions of the institute. One day's pay must be forfeited for each day's absence from township institutes. In 1879 there were 12,232 persons attending the 5 days' sessions of the 92 county institutes. In 1879 there were 4,719 township institutes, and in 1880 a few less, 4,530. Normal institutes were held in 73 counties. In all, 92 such meetings were reported, with an enrolment of 4,688 persons and an average attendance of 3,511. The number of instructors was 225.—(Laws and State report.)

EDUCATIONAL JOURNALS.

The Indiana School Journal, of Indianapolis, dating from 1855; the Common School Teacher, established at Bedford in 1875; the Normal Teacher, issued at Danville since 1877; and School Education, Terre Haute, dating from 1880, promote the educational interests of this State.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Graded schools are authorized by law and provision is made for admission into the higher departments of such schools, but there is no distinct provision for the establishment of high schools in the different cities and towns of the State. In 1879 there were 33 approved high schools reported as preparing students for the State university. In 1880 our information is limited to the reports from a few cities and towns.

In Frankfort the work of the high school was very satisfactory, and 54 pupils were in attendance. In Indianapolis there were 11 teachers for this grade, 600 sittings, 576 enrolled, and 458 in average attendance. La Porte reported a graduating class of 11 pupils, 2 from the college preparatory course, the others from the English and Latin course. Logansport had a 4 years' English course and a Latin-English course; this is one of the schools issuing certificates of admission to the freshman class of the State university. Richmond has 3 courses of study of 4 years each: an English and Latin, an English and German, and an English and business course. South Bend reported 104 pupils in this grade. Terre Haute has had 1,124 pupils enrolled since the first organization of the school; the average number for the year was 217. Vincennes reports a 4 years' course and an enrolment of 146 pupils.—(City reports and returns.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix, and the summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

There are two institutions for superior instruction under the control of the State, viz: the State University at Bloomington and Purdue University at Lafayette. The former is a school of literature and science, the latter a school for practical industries. The Indiana State University, established on a non-sectarian basis in 1828 and giving free tuition to both sexes, reported classical, scientific, legal, and medical departments in 1870–'71. In 1872–'73 arrangements for a preparatory department were made, and this became an established fact in the following year. No special variation in the studies and courses is noticed until 1878, when the law department was discontinued and the medical department, united with the College of Physicians and Surgeons, became a part of Butler University. In 1879–'80 there were 2 classical courses (ancient and modern) of 4 years each, a scientific course of the same length, and a preparatory department. Since 1874 pupils are admitted without examination on showing certificates of graduation from approved high schools, of which there were 33 in 1879–'80. There were in the same year 349 students in the university, 183 of these collegiate.—(Catalogues.)

The other universities are Butler, Hartsville, Indiana Asbury, and Notre Dame; the colleges, Bedford, Concordia, Fort Wayne (mainly engaged in preparatory and normal work), Franklin, Earlham, Hanover,[1] Moore's Hill, Ridgeville, St. Meinrad, Union Christian, and Wabash. All have preparatory and classical courses, the latter generally of 4 years, and all except Concordia scientific courses. Commercial courses were found in 4, Butler University having apparently dropped this course; normal courses in 9; philosophical, in 4; biblical instruction, in 6, Hartsville not reporting any theological students; while French, German, and music are very generally taught.—(Catalogues.)

For statistics of these universities and colleges, reference is made to Table IX of the appendix; for a summary of these statistics, to the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Full opportunity is given for the higher education of women in 12 of the universities and colleges reporting. Statistics of the institutions for women alone are found in Table VIII of the appendix. A summary thereof may also be found in the report of the Commissioner preceding.

[1] Hanover College admits women for the first time in 1879–'80.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Purdue University, La Fayette, reports a rapidly increasing enrolment, 64 students in its first year, 1874–'75, and 203 in 1879–'80. The university has 3 departments: (1) the academy, which prepares students for admission to the college of general science and serves as a school of review to those who cannot extend their education beyond; (2) the college of general science, which has 3 courses of study occupying 3 years each, with a fourth optional. These courses are a scientific course, aiming to offer a thorough scientific education, but with unusual prominence given to industrial art; an agricultural course, giving systematic training in agriculture and horticulture; and a mechanical course, which adds to the branches of study in the scientific course (Latin and German excepted) two years' instruction and practice in the use of hand and machine tools. (3) The special schools are those of agriculture and horticulture, opened in September, 1879, and occupying 3 years; of mechanics, requiring 2 years; of industrial art, including 2 courses of 2 years each, the one in industrial design, the other in mechanical drawing; of chemistry, a 3 years' course; and of natural history, including 2 years' courses in botany, zoölogy, and geology. Students holding the degree of A. B. or B. S. can complete any of these courses in 2 years.—(Sixth annual register.)

Sixteen of the other colleges and universities have scientific courses. Indiana Asbury instructs in mathematics, natural science, and military science and tactics. Wabash College sends some of its students out on geological expeditions annually under the care of a professor.

PROFESSIONAL.

Theological instruction was given in 6 colleges or universities. Bedford College (Christian) had a ministerial course similar to its classical course, save that the higher mathematics were replaced by the Scriptures during the junior and a part of the sophomore year. Concordia College (Evangelical Lutheran) had a regular theological department, with a 3 years' course following the collegiate. Butler University (Christian) had a school of biblical literature extending through 2 years. Union Christian College (Christian) opened a theological department in September, 1880. St. Meinrad's College (Roman Catholic) reports a 3 years' theological course. This college reports 34 theological students in 1879–'80. In the biblical department of Indiana Asbury University, theological training for the ministry appears to be given to students preparing for that profession throughout the collegiate course.

Legal instruction is given in a 2 years' course at Notre Dame University. A complete English education is required for admission and a classical one is desired.—(Catalogue, 1879–'80.)

Medical instruction according to the "regular" standard is given in 3 institutions in this State. The Medical College of Evansville requires for graduation 3 years of study, 2 courses of lectures of 5 months each, 2 courses of practical anatomy, and at least one in practical chemistry; the Medical College of Fort Wayne, 3 years of study, 2 courses of lectures of 21 weeks each, dissections, and hospital practice, didactic and clinical examinations (a 3 years' graded course optional); the Medical College of Indiana, Indianapolis, 3 years of study, attendance on 2 full lecture courses of 20 weeks each, a thesis, and a satisfactory final examination in all branches.

The Central College of Physicians and Surgeons, Indianapolis, established July 8, 1879, has the customary course of 3 years of study under a preceptor of the regular school, with 2 years of required attendance on lecture courses of 5 months each; but offers and recommends a 3 years' graded course, with annual examinations.—(Second annual announcement.)

A new institution, the Indiana Eclectic Medical College, Indianapolis, was organized in the autumn of 1880. Whether it is recognized by the National Eclectic Medical Association is not yet known.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Indiana Institution for Educating the Deaf and Dumb, Indianapolis, which was founded in 1844, reports 390 students for 1879–'80. The mute language, English branches, the Scriptures, history (ancient and modern), physiology, chemistry, natural philosophy, rhetoric, and algebra are taught. Shoemaking, cabinet making, and

chair caning are the principal employments. There were present in December, 1880, 321 students; instructors, 19.—(Reports and American Annals of the Deaf and Dumb.)

EDUCATION OF THE BLIND.

The Indiana Institute for the Education of the Blind, Indianapolis, was founded in 1847. In 1879–'80 it reports 127 pupils enrolled, 22 of these new pupils. In the literary department there are five divisions, the fifth including chemistry, geology, mental philosophy, political economy, astronomy, trigonometry, and international law. In the musical department instruction is given in the elements of music, voice building, harmony, and on the piano and organ. In the industrial department, beadwork, crocheting, and plain sewing are taught to the girls and broom making to the boys. A tuning class, organized during the year, was quite successful. A class in calisthenics was also formed and was of great benefit.—(Report.)

REFORMATORY AND INDUSTRIAL TRAINING.

The only information at date of going to press is that in 1878–'79 the *Indiana House of Refuge*, Plainfield (established in 1867), received 107 new inmates and 21 returned ones, making 511 at the close of the year, all taught half of each day in 4 schools and trained in useful industries the other half; and that, in the *Indiana Reformatory Institution for Women and Girls*, 140 of the 272 inmates in the same year were enrolled in school and 111 of them were in average attendance in 4 classes. Housework, laundry work, knitting, sewing, and seating of chairs formed part of the instruction out of school hours.—(Reports.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-seventh annual convention of the Indiana State Teachers' Association met at Indianapolis December 28–30, 1880, and was called to order by the retiring president, J. T. Merrill. After the address of welcome and the response thereto, the president elect, John Cooper, gave a brief history of the association from its organization in 1854 to the present time. The remainder of the day was taken up with miscellaneous business, appointment of committees, &c. On the following day papers were read on "Analytical reading," on "Lessons from the life of Shelley," and on "Educational exhibits at international expositions," in which the most graphic presentation of statistics of schools and school work and uniformity in size of the same kinds of articles in different collections were considered requisite; these subjects were discussed. An address in behalf of the Women's Christian Temperance Association, recommending a text book for use in schools, and "An essay to define and encourage professional education" followed. In the evening an address by Rev. O. C. McCulloch on the "Science of childhood" was listened to with interest. The closing day's sessions were occupied by the election of officers; by a paper on "The advantages and disadvantages of our school system compared with that of Canada," wherein the suggestion was made to have text books chosen by the State boards instead of by local ones; by a paper on "Anticipative work in teaching," and by addresses of Governor A. G. Porter and Hon. John M. Bloss, State superintendent elect.

Hon. James H. Smart, in a paper on "Reading for children," made a condensed statement in regard to the lists of books printed in his annual report. "Under the surface" exposed many of the faults and weaknesses of the working of schools that present a fair exterior. The superintendent of the Indianapolis schools read a paper on "Special schools for juvenile delinquents." A committee was appointed to see as to the organization of a tri State educational gathering in 1881, the States of Indiana, Ohio, and Michigan to take part. The feasibility of a mutual benefit association among teachers was reported upon, but it was not considered practicable at present. Resolutions were adopted as to securing an elementary education for each child by compulsory measures, as to the relieving of experienced teachers from repeated examinations, and as to the passage of the Senate bill providing national aid for education.—(Indiana School Journal, February, 1881.)

STATE CONVENTION OF COUNTY SUPERINTENDENTS.

This meeting was held in Indianapolis June 22–23, 1880, with superintendents from 35 counties present. The first subject for consideration was "A syllabus of work for county institutes" which was proposed at a previous meeting of this body. The plan reported was discussed, but final decision was deferred until the next annual meeting. State Superintendent Smart spoke of the practical unanimity between the State board and county superintendents, and referred to county superintendency as the right arm

of the school system. In discussing "Uniformity of school work throughout the State," W. E. Bailey, of Marshall County, stated that each locality must adapt its work to suit its condition, but this was not agreed to by the majority. In "How to secure prompt and regular attendance," the revoking of licenses to teachers whose schools have run down and the employment of good teachers would produce the desired result, said Superintendent Vigo. On the report of the committee on "Grading teachers' licenses," it was agreed that for the next year each superintendent should fix his own scale. The next subject was "Diplomas for pupils completing the course of study in the district schools," discussed by J. C. Macpherson, of Wayne. These diplomas are given after an examination and serve as stimulus to good work. The general plan of giving the diplomas or certificates was approved by all taking part in the discussion. Many persons appointed to speak failed to appear, and after the election of officers the meeting adjourned.—(Indiana School Journal, July, 1880.)

SOUTHERN INDIANA TEACHERS' ASSOCIATION.

The fourth annual session of this body was held at Bloomington, March 17–19, 1880. Remarks were made by Mayor Dodds, of Bloomington, by Superintendent Smart, and by Superintendent J. W. Caldwell, of Seymour, as president elect. On the second day the "Duty of parents to the Commonwealth, physically, mentally, and morally considered" was discussed by W. R. Halstead, president of De Pauw College. He spoke of the obligation to make the community fit for the child to live in and to make the child fit to live in the community. "The parent should have intelligence, a knowledge of the reliable and organized laws of human society. Teach the children the grand problem of social ethics from their teens till their twentieth year, and the result will be well for the country." The subjects of "Visual teaching," "Non-professional reading," "Mathematical teaching," and "How may the high school be strengthened and built up in popular favor?" were next in order. Teachers, it was urged, must make the high school so effectual that it will become a public necessity. An evening lecture, illustrated by a calcium light stereopticon, was given. The third day was devoted to a paper on "How may the pupils of our district schools be interested in standard and current literature?" by a general discussion on "The educational outlook, or the demand for more practical work;" by reports from the committee on the nomination of officers;" by a paper on "Should the school year of our district school be divided into two distinct sessions?" which was discussed pro and con; and by a lecture on "Science, the experimenter in the school room," in which J. P. Patterson, of Washington, Ohio, stated that science should be taught even in the district schools, as through it children learn to observe and are prepared for systematic work in the future. After the usual vote of thanks, &c., the meeting adjourned.—(Indiana School Journal, April, 1880.)

INDIANA COLLEGE ASSOCIATION.

This association met December 26–27, 1880, at Indianapolis. The first address, "Liberal education," by Dr. A. R. Benton, of Butler University, made various suggestions as to training all the powers of the mind so as to give sovranty over all things knowable. Committees were appointed; the constitution was so changed as to admit into the discussions such distinguished educators present as were awarded that privilege by ballot. Prof. John M. Coulter, of Wabash College, read a paper on "Science in our colleges," which was discussed by others. Dr. J. C. Ridpath, of Asbury, followed with "The beech tree in history;" and Prof. Catherine Merrill dwelt on "The exiles of Salzburg." After an examination into the financial condition of the association, an address by President D. W. Fisher, of Hanover College, on "The limits of science" was next listened to. Science is limited, the speaker said, by the number and range of the faculties of the human mind and by certain ultimate truths. The design of the paper was to distinguish between the possible and the impossible and to direct the search after knowledge into regions where it can succeed. The discussion of the foregoing paper was opened by Prof. A. McTaggart and continued by other gentlemen. After the reading of reports and the election of officers the meeting adjourned.—(Addresses and proceedings.)

OBITUARY RECORD.

LEWIS PRUGH.

Professor Prugh, principal of Vincennes University, died of erysipelas at Vincennes, November 28, 1880. He was born in Summerfield, Ohio, March 5, 1840, and graduated from Antioch College in 1861. Taking charge of the university in 1872, he filled this position with great honor. As an educator, he had few superiors in the State; as a scholar, few peers. He was remarkable for his devotion to his profession, his loving spirit, and his eminent christian character.—(Indiana School Journal, December, 1880.)

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN M. BLOSS, *State superintendent of public instruction, Indianapolis.*

[Term, March 15, 1881, to March 15, 1883.]

Preceding superintendents in the decennial period have been Hon. Milto.. B. Hopkins, March 15, 1870, to August 16, 1874, when he died in the midst of his second term; Hon. A. C. Hopkins, son of the deceased superintendent, appointed to fill his place, August 20, 1874, to March 15 1875; then Hon. James H. Smart, for three successive terms, extending to March 15, 1881.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age (5–21)	460,629	475,499	491,344	506,385	533,571
Enrolled in public schools	341,938	340,789	347,572	367,095	384,012
Per cent. enrolled on school population.	74.23	71.66	70.73	72.49	71.97
Average attendance	211,562	214,905	204,204	215,656	225,415
Per cent. of attendance on enrolment.	61.87	63.06	58.75	58.75	58.69
Number attending private schools.	2,031	6,163	12,132	15,089	13,350
SCHOOL DISTRICTS AND SCHOOLS.					
District townships	1,260	1,317	1,266	1,195	1,134
Independent districts	344	400	1,270	2,026	2,536
Subdistricts	7,716	8,438	7,814	7,316	7,062
Public graded schools	289	403	419	375	407
Ungraded schools	7,823	8,156	8,397	8,797	9,203
School-houses of brick or stone.	847	883	894	917	909
Whole number of school-houses.	7,598	8,253	8,856	9,228	9,528
Average time of school in days.	130	130	130	134	136
Value of school-houses	$6,868,910	$7,495,926	$8,164,325	$8,232,935	$8,617,956
Number of private schools	125	78	121	.....	131
TEACHERS AND THEIR PAY.					
Men teaching in public schools.	5,483	5,901	6,091	6,273	6,500
Women teaching in public schools.	8,587	9,320	10,193	10,729	11,645
Whole number of teachers	14,070	15,221	16,284	17,002	18,145
Average monthly pay of men	$36 00	$36 00	$36 28	$35 95	$36 68
Average monthly pay of women.	27 80	28 66	27 68	27 67	28 34
Teachers in private schools	.....	246	364	522	459
Teachers' institutes held	78	85	84	92	97
INCOME AND EXPENDITURE.					
Total receipts for public schools.	$3,256,304	$4,242,979	$4,519,689	$4,827,288	$5,035,498
Total expenditures	3,269,190	4,065,666	4,229,454	4,443,482	4,605,749
STATE SCHOOL FUND.					
Amount of permanent fund	$3,191,483	.....	$3,294,743	.....	$3,363,961

TICS OF IOWA—1876 '7 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'8 .	Increase or decrease since 1878-'79.		Increase or decrease since 1870-'71.	
553,920	567,859	575,474	577,353	586,556	I.	9,203	I.	125,927
398,825	421,163	428,362	431,317	426,057	D.	5,260	I.	84,119
72.00	74.16	74.43	74.70	72.64	D.	2.06	D.	1.59
229,315	251,372	256,913	264,702	259,836	D.	4,866	I.	48,274
57.49	59.66	59.97	61.37	60.98	D.	0.39	D.	0.89
12,856	12,383	12,265	13,698	12,724	D.	974	I.	10,693
1,099	1,086	1,119	1,140	1,162	I.	22	D.	98
2,933	3,138	3,117	3,139	3,192	I.	53	I.	2,848
7,017	7,015	7,266	7,543	7,668	I.	125	D.	48
405	476	483	494	.....	.....	.....	.....	.....
9,454	9,948	10,218	10,457	10,590	I.	133	I.	2,767
915	928	894	936	927	D.	9	I.	80
9,908	10,296	10,566	10,791	11,037	I.	246	I.	3,439
136	145	146	147	148	I.	1	I.	18
$9,375,833	$9,044,973	$9,161,701	$9,066,145	$9,243,243	I.	$177,098	I.	$2,374,333
126	127	136	154	129	D.	25	I.	4
6,830	7,348	7,561	7,573	7,254	D.	219	I.	1,771
12,222	12,518	13,023	13,579	14,344	I.	765	I.	5,757
19,052	19,866	2,058	21,057	21,598	I.	541	I.	7,528
$37 27	$34 88	$33 98	$31 71	$31 16	D.	$0 55	D.	$4 84
28 09	28 69	27 84	26 40	26 28	D.	12	D.	1 52
463	471	455	493	474	D.	19	.....	.....
98	99	99	99	99	.....	.....	I.	21
$5,367,524	$5,349,029	$4,840,856	$5,283,040	$5,254,268	D.	$28,772	I.	$1,997,964
4,957,774	5,197,428	5,103,399	5,051,478	4,921,249	D.	130,229	I.	1,652,059
.....	$3,462,000	.....	$3,484,411	$3,484,411	.....	.....		$292,928

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction, elected by the people for 2 years, a board of regents for the State University, and a board of directors for the State normal school, both elected by the legislature, have general charge of the educational interests of the State.

The local officers are county superintendents of public instruction, elected by the people for 2 years; township district, and subdistrict boards of school directors, also elected by the people; and boards of 6 high school trustees for county high school districts (where such exist), appointed by county boards of supervisors for 3 years, the county superintendent being ex officio president. Township district boards are formed from those of subdistricts and comprise 3 or more members, the number being dependent on that of the subdistricts included. Independent district boards number 3 or 6 members, according to the population of the district.

OTHER FEATURES OF THE SYSTEM.

The system of education provided by the State comprises district, graded, and high schools, a normal school, normal institutes, a State university, reform schools, an institution for the blind, one for the deaf and dumb, and one for feeble-minded children, the last established in 1876. The public schools are free to all persons of school age residing in the districts. One or more must be taught in each subdistrict for at least 120 days in the year. They are to be closed during the sessions of the teachers' institutes, which must be held annually in each county; and all teachers and persons desiring teachers' certificates are required to attend the institutes. Teachers cannot legally be employed in public schools without having received a certificate of qualification. They must keep a daily register and make report at the close of the year to the board; the secretary must report the statistics therein to the county superintendent annually and he to the State superintendent. In the case of county superintendents, the law imposes $50 fine for failure to report, and also whatever damages may be caused by the neglect. The Bible is not to be excluded from any school, nor are pupils required to read it contrary to the will of parents or guardians.

Public schools are sustained by the income of a State school fund, by a county tax of not less than 1 nor more than 3 mills on the dollar, and by district taxes, of which that for school-houses is limited to 10 mills on the dollar; that for contingent fund was in 1872 limited to $5 a scholar and that for teachers' fund to $15. Each district is, however, allowed to raise $75 for its contingent fund and $270 for its teachers' fund, the latter including the semiannual apportionment from county and State funds. In 1872 it was made unlawful to use public money for institutions under sectarian control. Changes in text books oftener than once in 3 years were prohibited and it was provided that teachers' certificates should not be revoked till opportunity for a hearing had been granted. The same law authorized the formation of independent districts from the subdistricts of a township whenever desired by a majority of the electors. In 1876 provision was made for the substitution of the township system for that of independent districts at the will of a majority of voters in the civil township. In the same year women were made eligible to any school office in the State.—(School laws, 1872–1876, 1880.)

GENERAL CONDITION.

The youth of school age in the State increased during 1879–'80 by 9,103; but the number of pupils in public schools fell off 5,260, the average attendance 4,866, and the number attending private schools 974. The percentage of public school enrolment on school population was 2.06 less, and that of average attendance on enrolment 0.39 less. There was an increase in the number and value of public school-houses, also in the number of public schools taught and of teachers in them, while the average monthly pay of the latter slightly decreased and there was a decrease in the total receipts and expenditures for public schools.

RÉSUMÉ FOR TEN YEARS.

During the 10 years ending 1879–'80 the school population increased by 125,827, the public school enrolment by 84,119, and the average attendance by 48,274; the proportion of enrolment to population and of average attendance to enrolment was, however, slightly less. There was an increase in the number of public school-houses, teachers, and schools taught; also, in the money received and expended on them and in the average length of term. The pay of teachers, which slightly increased during the first half of the decennial period, has been gradually decreasing since 1875–'76, the average monthly wages of men being $4.84 less in 1879–'80 than it was 10 years previous and that of women $1.52 less.

KINDERGARTEN.

One of these means of early training was established at Des Moines in 1876; another, at Cedar Rapids in 1877; a third, at Boone at a date that does not yet appear. For statistics of such as report for 1879–'80, see Table V of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

Boards of directors of 6 members, elected by the people for 3 years, have the management of public schools, except in those cities which have special charters. Nearly all the larger cities have superintendents, appointed by the boards.

STATISTICS.

Cities.	Estimated population.	Youth of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Burlington	19,4[illegible]	.....	.....	.....	.....	.....
Cedar Rapids	10,104	3,181	2,089	1,524	37	$36,629
Clinton	9,052	3,200	1,749	.....	28	21,451
Council Bluffs	18,059	5,662	1,807	1,[illegible]25	34	41,461
Davenport	21,834	9,245	4,497	3,382	94	35,900
Dubuque	22,254	9,476	3,686	2,555	71	49,662
Iowa City	.....	.....	1,319	1,074	.....	.....
Keokuk[a]	12,117	4,606	2,469	1,966	50	34,700
Ottumwa	9,004	2,500	1,600	.....	26	.....
West Des Moines	15,000	3,570	2,322	.....	41	55,271

[a] Statistics of 1879.

ADDITIONAL PARTICULARS

Cedar Rapids, from a statement of President Burton, appears to have begun the grading of its schools in 1856; but it was not till 1867 that a definite course of study was prepared, nor till 1870 that a superintendent seems to have been engaged. In 1879–'80 the superintendent was the executive officer of the city board of education, the principals of each school acting as local superintendents of their respective schools under his direction. The schools were 8 in number; the classes graded as primary, grammar, and high, each of these divisions having 4 grades, making the full course 12 years. Buildings, sites, furniture, and apparatus were valued at $95,800; the studies were well arranged, and the superintendent endeavored to have the work done well, so as to promote habits of thoroughness in both teachers and pupils. Monthly institutes were held during the greater part of the year, with class exercises in the various subjects of the course, as well as with work in model schools, for which special preparation had been previously made.—(Report, 1879–'80.)

Clinton reports primary, grammar, and high schools, taught in 26 rooms by 28 teachers, all women, whose pay ranged from $50 to $70 a month. There was a superintendent, who received $1,600 a year. The high school had 70 pupils enrolled, 63 in average attendance, and graduated a class of 2 boys and 10 girls in the summer of 1880. Pupils attending private or parochial schools (estimated), 350.—(Return and Iowa Normal Monthly.)

Council Bluffs reports primary schools, taught in 25 rooms, grammar in 5, and a high school in 1 room for study with 3 for recitation. Teachers in the high school (all men), 3; attendance not given. A class of 9 graduated in 1880. There was a city superintendent at $1,600 a year. Estimated attendance in private schools, 200.—(Return and Iowa Normal Monthly.)

The *Davenport* public school system comprises primary, grammar, high, normal, and evening schools. The high school, with 82 boys and 135 girls enrolled, was taught by 1 principal at $1,500 a year and 4 assistants at $1,100 (the latter being women), and graduated 11 pupils. There was a city superintendent at $1,800 a year and a special teacher of drawing at $1,000. The evening schools had 217 enrolled and 106 in average attendance.—(Return, report, and Iowa Normal Monthly.)

Dubuque reports primary, secondary, grammar, and high schools, the last with 175 pupils enrolled and 128 in average attendance, under 6 teachers (3 men and 3 women); 6 boys and 12 girls were in the graduating class; the principal of the school received $1,800 a year. There was a special teacher of German,[1] but no city superintendent.

[1] In all, 4 teachers of German were employed; for, although German is not in the regular course, it is taught as an optional study to pupils from the twelfth to the sixteenth grades, both included, four days in the week, after school hours.—(Report.)

The high school offers 3 courses, a classical, Latin-scientific, and business, the last covering 2 years, the others 4. Estimated enrolment in private and parochial schools, 1,750.—(Return and circular.)

The *Muscatine* public schools comprise primary, intermediate, grammar, and high grades. The high school is provided with good convenient rooms and apparatus for illustration in physics, chemistry, astronomy, botany, and natural history. There are 2 courses, one of 3 years and one of 4.—(Circular.)

Ottumwa reports primary, grammar, and high schools, taught in 24 rooms by 26 women, who were paid from $35 a month, as assistants in primary schools, to $1,000 a year, as principal of the high school. There was a special teacher of music at $600 a year; also, a city superintendent, whose maximum annual salary was $1,800. The estimated enrolment in private and parochial schools was 150.—(Return.)

West Des Moines had primary, grammar, and high schools, the last with 3 teachers, 1 man and 2 women, and 100 pupils, of whom 75 were girls. There was a city superintendent at $1,500 a year. Enrolled in private schools, 600. The report shows that 34.4 of all the enrolled pupils in the public schools were in the first grade and 74.8 in the 4 primary grades, indicating the importance of the work done in the lower grades. As one means of keeping pupils longer in the schools, semiannual promotions were tried during the year. The result was satisfactory, but so many pupils went up to the high school that it was found difficult to provide for them.—(Report and return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL AND NORMAL DEPARTMENT.

The *Iowa State Normal School*, Cedar Falls, presents 3 courses of study, arranged in accordance with the views of advanced educators, the cardinal features being thorough scholarship and professional training. The elementary or lowest course covers 2 years and fits for teaching in all grades below the high school; the didactic course extends over 3 years and fits for teaching in high schools; and the scientific, of 4 years, qualifies for the offices of school superintendent and principal in high schools, academies, and normal schools. Applicants for admission to the lowest course must pass an examination which shows them to be qualified for a teacher's certificate of the lowest grade; if boys, they must be over 17; if girls, over 16. Tuition is free to such as intend to teach in the public schools.

The buildings have the modern improvements and accommodate 100 students as boarders. There were 337 attending in 1879–'80, 210 women and 127 men, 289 being in the first year's work; 40 in the second, of whom 33 were women; 8 in the third, 4 men and 4 women; and only 2 in the fourth, both women.—(Catalogue for 1879–'80 and return.)

The *course in didactics* at the State University, Iowa City, is designed to prepare teachers for advanced schools. The need for such a course has been demonstrated by the fact that graduates of the collegiate department during the last 10 or 12 years have engaged in teaching, and that more than 30 hold principalships and superintendencies in the public schools. Collegiate seniors who intend to become teachers and special students who may be qualified to be classed with them are expected to avail themselves of this means of professional training. The exercises include text book recitations, readings from standard works on education and discussions of them; observations in public school; examination of text books in use, with lectures on various subjects relating to the history, systems, and methods of education; the organizing, grading, and governing of schools, and the duties of principals and superintendents. On completion of the course a certified testimonial of qualification to teach is given, in addition to the collegiate degree; and, after two years of successful teaching, the degree of bachelor of didactics.—(Catalogue, 1879–'80.)

OTHER NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *Eastern Iowa Normal School*, Grandview, besides scientific and business departments, offers 2 normal courses, an elementary of 2 years beyond the preparatory and an advanced course of 4 years, the elementary being equivalent to a good academic, the advanced to a full collegiate course. There is a model school for illustration of the best methods of teaching. During 1879–'80, 100 students were enrolled (60 men and 40 women). A normal institute of 4 weeks is held in connection with the school, beginning March 17, which affords an opportunity of preparing for the county superintendents' spring examinations.—(Catalogue and return.)

The *Southern Iowa Normal School and Commercial Institute*, Bloomfield, presents normal, scientific, classical, musical, and commercial departments. The normal, in its course of 1 year, aims to give opportunity for a thorough review of the common school branches, and also a knowledge of the latest and most approved methods of teaching. The scientific department of 2 years and the classical of 1 are intended to supplement the normal for those who desire a more thorough education. There were

200 normal students attending during 1878–'79, of whom 97 were men and 103 women (Catalogue and return.)

The *Iowa City Academy* opened in 1878 a normal department with a 4 years' course. It had 60 students in 1879–'80, 20 men and 40 women.—(Return.)

The *Teachers' Seminary*, of the German Evangelical Synod of Iowa and other States, Waverly, also organized in 1878, presents a 3 years' course and had 12 students in 1879–'80, all of them men.—(Return.)

Whittier College and Normal Institute, Salem, had 78 students, 36 men and 42 women, attending its 3 years' normal course in 1879–'80.—(Return.)

There are normal departments or teachers' courses of 1, 2, or 4 years in connection with Amity, Parsons, Cornell, Oskaloosa, Penn, Whittier, and Tabor Colleges, the Iowa Wesleyan University, and the Central University of Iowa.

Two normal schools additional to the above are mentioned in the Iowa Normal Monthly for September, 1879, Moulton Normal School and a new normal at Dexter, but no information respecting them is given.

TEACHERS' INSTITUTES.

During 1879–'80 normal institutes were held as the law requires in all the counties of the State. In 26 counties the session lasted 4 weeks, in 36 counties 3 weeks, in 33 counties 2 weeks, in 2 counties 6 weeks, and in 1 county 9 weeks. There was a total attendance of 12,073 teachers, 2,847 men and 9,226 women.

A correspondent of the Iowa Normal Monthly says the general report from the institutes was favorable. In Decatur County the discussions aroused great interest in the philosophy of education, and the teachers present determined to make the science of mind a careful study. The institute of Delaware County adopted a course of study for ungraded schools; it was also voted to hold teachers' associations in every town in the county and to conduct educational columns in at least two of the county papers. (State report and Iowa Normal Monthly.)

EDUCATIONAL JOURNALS.

Two educational monthlies in this State give important aid to teachers and school officers, the Iowa Normal Monthly, published at Dubuque, which is the official journal of the State superintendent, and the Central School Journal, published at Keokuk, under the auspices of the county superintendents of Southeastern Iowa.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Full statistics of public high schools in this State are wanting. It is known, however, that such schools form a part of the system in all the larger cities as well as in many of the smaller ones. The former have been noticed under City School Systems; and that high schools are sustained in at least 21 other cities and towns of the State appears from the Iowa Normal Monthly for June and July, 1880, which gave notices of their commencements. The graduating classes, in all, numbered 182 students. In 19 of them which report the number of each sex graduated, there were 139, of whom 42 were boys and 97 girls.

Guthrie County High School, Panora (included in the above summary of 21 cities), opened in 1874, is the only county high school yet established in accordance with the law of 1870 permitting the people of any county to establish a county high school and vote taxes on the property of the county for its support. A school building worth $10,000 was erected in 1874 out of funds belonging to the county, and the ordinary expenses of the school are defrayed by a special tax of one-fourth of a mill. The school prepares for college, for teaching, and for business. It is doing a good work for the educational interests of the county, the standard of schools and of teachers having noticeably improved since its establishment.—(Iowa Normal Monthly.)

For an account of the high school oratorical contest of 1880, see Educational Conventions and Associations, following.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *State University of Iowa*, organized in 1857, has a collegiate, a legal, and 2 medical departments, one regular and one homœopathic. The collegiate embraces classical, philosophical, scientific, and engineering courses, all of 4 years. No prepara-

tory work is done, the public high schools being chiefly depended on for this. Graduates of the high schools, as well as of academies and private schools, are admitted to the university without examination whenever the faculty is satisfied that the preparatory work is thoroughly done by such schools. The total number of students in all departments of the university in 1879–'80 was 557; of these, 246 belonged to the collegiate, 1 being a resident graduate, 2 special students, and the others in the 4 regular classes.

Besides the State University, there were 19 colleges in 1879–'80 for young men or for both sexes, not including Algona College, then suspended, or Burlington University, which had not advanced beyond its preparatory stage. All the 19 had preparatory courses covering generally 2 years, only Griswold College, Davenport, Parsons College, Fairfield, and Humboldt College, Humboldt, having 3 years. The preparatory course of St. Joseph's College, Dubuque, embraced only elementary English studies. All, except this and Whittier College, Salem, appear to have had classical collegiate courses of 4 years; while 15 had also scientific courses of 3 or 4 years; 5 offered ladies' courses and select English or literary courses of like length; 1 other, an English course of 2 years; 2, courses in English of indefinite extent. Six had commercial or business courses; 13, arrangements for instruction in music; 4, some provision for training in drawing and painting also; 5 provided instruction in theology; 2, in law, and 1, some training in medicine and pharmacy.

For the statistics of all these, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

All the colleges above mentioned admit young women to their privileges in common with young men, except Griswold College, Davenport, Norwegian Luther College, Decorah, and St. Joseph's College, Dubuque, the principal object of these three being to prepare young men for the ministry. Besides those admitting young women, there are 4 intended especially for their higher training, for statistics of which, see Table VIII of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The chief institution for scientific instruction is the *Iowa Agricultural College*, Ames, established by State law in 1858 for the purpose of giving a higher education to the industrial classes. It afterward received the State's share of the congressional endowment for colleges of agriculture and the mechanic arts. The courses of study are distinguished as general and technical; the first, embracing the sciences related to the industries, aims to give a liberal culture in those branches which underlie them without regard to any special pursuit; the technical courses, while giving a broad and liberal culture, direct it toward some particular pursuit or profession. Those which have been fully established are courses in agriculture, in mechanical engineering, in civil engineering, and in veterinary science, the first 3 courses covering 4 years, the last, 2 years. The course in sciences related to the industries is adapted to the wants of both sexes by the arrangement of practical work in domestic economy for the young women, and in agriculture, horticulture, &c., for the men. There were 263 students in 1880, viz: 241 undergraduates, of whom 53 were women; 7 resident graduates, 1 of them being a woman; 9 men in the veterinary school, and 6 special students, all but one of the latter being women.—(Catalogue, 1880.)

The *School of Science of the State University*, besides a general science course of 4 years, offers a course of equal length in civil engineering, including drawing, surveying, and mechanics, pure and applied. Military science and tactics are also taught.

Cornell College, Mt. Vernon, also presents a 4 years' course in civil engineering, besides a general scientific course; and 13 other colleges and universities have courses in general science.—(Catalogues.)

For statistics, see Table X of the appendix, and summary of this in the report of the Commissioner preceding.

PROFESSIONAL.

Theology is taught in 3 years' courses (meant to follow collegiate courses) in the theological department of Griswold College, Davenport (Protestant Episcopal); in the German College school of theology, Mt. Pleasant, and in the Bible department of Oskaloosa College (Christian), the first reporting 9 students in 1879–'80, the second 13, the third 10. Some provision is also made for theological study in connection with the college course at the Central University of Iowa, Pella (Baptist), which has arranged a partial course for the benefit of those whose age or other circumstances prevent them from taking a full one, and at Wesleyan University, Mt. Pleasant (Methodist Episcopal), the latter closely connected in instruction with German College. The

catalogues of these two colleges do not, however, show that there were any students of theology therein during 1879–'80 beyond those already mentioned in the German College connected with Wesleyan University.

For statistics of theological schools reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

Instruction in *law* is given in the Iowa College of Law, Des Moines, which is a department of Simpson Centenary College, at Indianola, and in the law department of the Iowa State University. The course of study in each covers only one year, but in the State University an optional advanced course of an additional year is provided. During 1879–'80 the latter school numbered 139 students, of whom 134 were in the undergraduate course and 5 in the advanced. The Iowa College of Law had 50 students and 14 graduates.

A law course is mentioned in connection with the Iowa Wesleyan University, but no particulars regarding it are given in the catalogue and it does not appear whether there are any students in it.

Medical training is given in the College of Physicians and Surgeons, Keokuk, in the medical department of the State University, and in the homœopathic medical department of that institution.

The College of Physicians and Surgeons, chartered in 1849, requiring for graduation 3 years of medical study, including 2 courses of lectures, promises to indorse any movement towards lengthening the course; and to that end has established a 3 years' graded course of study, which, in 1879–'80, was still optional. The students that year numbered 266, of whom 116 were graduated.—(Catalogue.)

The regular medical department of the State University was opened in 1870, the homœopathic in 1877. Both admit women on equal terms with men; both require an admission examination in English branches from applicants not graduates of a college, high school, or academy; and both offer 2 courses of study, the regular school of 3 years, including 2 courses of lectures, and the homœopathic school a 3 years' graded course. Students may choose between these, but the faculty specially advise the graded course. It was taken by 47 of the 127 students in the "regular" medical department and by 7 out of 39 in the homœopathic.—(Catalogue of State University, 1879–'80.)

SPECIAL INSTRUCTION.[1]

EDUCATION OF THE DEAF AND DUMB.

The Iowa Institution for the Deaf and Dumb, Council Bluffs, organized by the State in 1855, is open free of charge to all proper subjects between 10 and 25, and they are entitled to remain 7 years. The common English branches are taught, with articulation, and also such employments as shoe and broom making, cabinet work, farming, and carpentry for boys, with dress making and domestic work for girls. Boys also work in the garden and on the farm. There were 198 pupils in December, 1880, of whom 81 were girls. A new building, to cost $25,000, had been provided for by the legislature. It is believed that not one-half of the deaf-mute school population of the State has at any time enjoyed the benefits of the institution, that a compulsory law would bring in as many as 400 pupils, and that their welfare would be promoted by a removal of the limit of age, 7 years being too short.—(Catalogue.)

EDUCATION OF THE BLIND.

The Iowa College for the Blind, Vinton, founded by the State in 1853, has since then given instruction to 409 pupils. Besides the literary department, in which the common English branches are taught, there are musical and industrial departments. Instruction is given in vocal music and in the use of the organ, piano, violin, guitar, and other instruments. Broom and mattress making and the cane seating of chairs are taught boys, while girls learn beadwork, sewing, and basket making. There were 89 pupils September 30, 1879.

A law passed in 1872 provides that district secretaries and county superintendents shall annually report statistics of the deaf and dumb and blind in the State, but the president of the college for the blind considers the information thus furnished very unsatisfactory. He says that the census shows many more blind in the State than are returned by county superintendents.—(Catalogue and return.)

TRAINING OF THE FEEBLE-MINDED.

In 1876 the State opened an asylum for feeble-minded children at Glenwood. They are taught the elementary English branches and the simpler Kindergarten methods, special attention being bestowed on their physical health and development. There were 144 pupils in 1879, of whom 98 were boys and 46 girls.—(Return.)

[1] This being a State in which biennial reports are made, and the last having been for 1878 and 1879, the only statistics of the following special schools available in most cases at the time of going to press are those for the latter year.

REFORM SCHOOLS.

The *Iowa Reform School*, for boys, Eldorado, established by the State in 1868, has since had 772 boys under training. Seventy-five per cent. of those discharged are known to have become orderly and useful members of society. Boys admitted must be of sound mind and body and 5 to 16 years old. They are taught the common English branches during 4 hours of the day, and for 4 more are employed in shoemaking, tailoring, and farming, the farm comprising 700 acres. The main building was unfinished at the date of the last report. The 3 family buildings in use were designed to accommodate 50 pupils each, but are overcrowded, the total number of boys being 204.—(Report and return.)

The *girls' department* of the Iowa State Reform School (removed from Mt. Pleasant to Mitchellville in January, 1880) was formally opened at Mt. Pleasant in 1873, since when, up to November, 1879, there had been 122 girls in the institution. They receive 4 hours' instruction daily in school studies and 4 in household work, the aim being to fit them for self support. The school room is made attractive and study pleasant. It is positively known that as many as 70 per cent. of those committed are permanently reformed.—(Catalogue, 1880, and return.)

ART INSTRUCTION.

A conservatory of art was opened in February, 1879, at Burlington, in which is taught everything that comes under the head of drawing and painting. It is designed to offer instruction to all in the highest branches of art as well as the simplest, and it is held that all can learn who desire to do so.—(Circular.)

EDUCATIONAL CONVENTIONS AND ASSOCIATIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-fifth annual meeting of the State Teachers' Association, held at Des Moines, December 28–31, 1880, was a pleasant and profitable one, the attendance being larger than at any previous session. After the address of welcome, by Mr. C. A. Dudley, of Des Moines, and response by Superintendent Saunderson, of Burlington, the association listened to an address by Rev. A. L. Frisbee, on "The teacher as an ally of good government." Dr. E. Poppe, of Burlington, presented a paper on "The right uses of text books;" Superintendent Sabin, one on "The Quincy methods," and Miss S. Blackburn, superintendent of Benton County schools, one on "The wants of the country schools." President Saunderson's inaugural address followed, in which he discussed the relation of the State Teachers' Association to the educational work of the State, expressing the belief that the time had come for more active work on the part of the association. A committee designated to consider it advised the appointment of a permanent committee of counsel to work in concert with the State superintendent for the advancement of educational interests in the State. The committee appointed consisted of President Pickard, of the State University, on public instruction; President King, of Cornell College, on private schools and colleges; Professor Bessey, of the Agricultural College, on industrial education; Professor Bartlett, of the State Normal School, on normal schools; Superintendent Frost, of Cass County, on county superintendents, and Superintendent H. H. Seerley, of Oskaloosa, on city superintendents and principals.

Addresses were delivered by Professor L. F. Parker, of the State University, on "Education in England;" by Professor Piper, of Chicago, on "Normal schools;" by Superintendent H. H. Seerley, on "The relation of superintendents to teachers," and by Superintendent L. T. Weld, of Cresco, on "Waste in teaching language in our schools." The evening address of the third day was by Hon. John Eaton, United States Commissioner of Education, on "Education and sanitation." On the fourth day the topics "A graded course of study for normal institutes" and "Should teachers be exempt from examination on account of attendance at normal institutes?" were discussed by a large number of members.—(Iowa Normal Monthly.)

SOUTHWESTERN EDUCATIONAL ASSOCIATION.

The Southwestern Iowa Educational Association, organized January 22, held its first annual meeting at Red Oak, July 14–16, 1880. It comprises 25 counties in that portion of the State, and has for its object the discussion of plans for the improvement of the schools and the fostering of fraternal feeling among its members. That it is succeeding in this was evident from the quality of the papers read and from the enthusiasm and good will which characterized the discussions.—(Iowa Normal Monthly, August, 1880.)

ORATORICAL ASSOCIATION.

The second annual contest of the Eastern Iowa High School Oratorical Association was held at Iowa City April 16, 1880, the judges being Rev. C. H. Kellogg, Superintend-

ent H. Sabin, and Professor Tyndale Palmer, with President J. L. Pickard, of the State University, as referee. There were eleven well prepared and evenly matched contestants. The prizes were awarded to Charles Gillis, of Iowa City, and Miss Fannie Savage, of Cedar Falls, the former obtaining 2,759 credit marks out of a possible 3,000 and the latter 2,708. The candidates are selected by preliminary competition in each school, and it is stated in the Iowa Normal Monthly that in the local contest at Des Moines a negro boy ranked highest and would have been sent as the representative of that school to Iowa City had it not been ruled that he was excluded because he did not take the full high school course.—(Central School Journal, May, 1880; Iowa Normal Monthly, April, May and June; and Educational Weekly, April 29, 1880.)

INTER STATE ORATORICAL CONTEST.

No account is at hand of the State collegiate oratorical contest for the selection of a contestant to represent the State at the inter State oratorical contest held at Oberlin, Ohio, June 5, 1880; but it appears that an Iowa man, Mr. L. C. Harris, of Iowa College, took the highest prize in that contest.—(Iowa Normal Monthly, June, 1880.)

OBITUARY RECORD.

J. H. THOMPSON.

J. H. Thompson, ex-superintendent of public schools, Des Moines, died September 22, 1879. Born at Senecaville, Ohio, he taught school in that State several years, afterwards teaching as principal and superintendent for about 5 years in the schools of Illinois. In 1872 he was appointed superintendent of the West Des Moines schools, and continued in that work till the fall of 1878, when his health became so seriously impaired that he was obliged to discontinue his labors. Superintendent Thompson is said to have been an excellent man and a most faithful teacher, with an unusual sympathy for children and capacity for understanding them.—(Iowa Normal Monthly, October, 1879.)

CHIEF STATE SCHOOL OFFICER.

Hon. C. W. VON COELLN, *State superintendent of public instruction, Des Moines.*

[Third term, January 5, 1880, to January 4, 1882.]

Other superintendents in the last ten years have been Hon. Abraham S. Kissell, January 28, 1869, to January 1, 1872, and Hon. Alonzo Abernethy, January 1, 1872, to September, 1876, when he resigned in the middle of his third term, to take the presidency of the University of Chicago. Mr. von Coelln has since occupied the chair, first by appointment to succeed Mr. Abernethy and then by two successive elections.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age (5–21)	142,358	165,982	184,957	199,010	199,986
Enrolled in public schools.....	89,777	106,663	121,690	135,598	142,606
Average daily attendance.....	52,891	61,538	71,062	77,386	85,589
SCHOOL DISTRICTS AND SCHOOLS.					
School districts.	2,647	3,419	4,004	4,395	4,560
School districts reporting.....	2,438	3,171	3,847	4,181	4,280
Districts with graded courses..	.....	.....	.....	.....	342
Districts with uniform text books.	.....	.....	.....	.....	1,357
Districts owning text books..	.....	.....	.....	.....	338
Districts with three months' school or more.	.....	.....	.....	.....	.....
Number of school-houses.....	1,820	2,437	3,133	3,543	3,715
Number built during the year..	445	669	696	399	211
Valuation of all school property.	$2,188,699	$3,124,390	$3,722,892	$4,029,783	$4,140,090
Average time of school in days.	116	128	107	110	102
School rooms for study and recitation.	.....	.....	4,004	4,578	4,319
School rooms for recitation only.	.....	.....	.....	47	39
TEACHERS AND THEIR PAY.					
Teachers of grade A.....	.....	.....	.....	.....	.....
Teachers of grade one (one year).	.....	.....	.....	.....	.....
Teachers of grade two (six months).	.....	.....	.....	.....	.....
Men teaching in public schools.	1,453	1,747	2,206	2,360	2,448
Women teaching in public schools.	1,625	2,048	2,469	2,683	2,935
Whole number in public schools	3,078	3,795	4,675	5,043	5,383
Average monthly pay of men..	$41 54	$40 20	$38 43	$37 24	$33 98
Average monthly pay of women	31 75	31 50	30 64	28 69	27 25
INCOME AND EXPENDITURE.					
Receipts for public schools	$1,074,946	$1,049,592	$1,863,098	$1,868,903	$1,042,296
Expenditure for public schools.	904,323	714,198	1,464,816	1,323,998	1,020,101
STATE SCHOOL FUND.					
Amount of available fund.....	.....	$745,212	$3,017,589	$1,083,426	$2,304,309
Whole prospective fund.....	.....	.....	.....	5,779,144	.....

TICS OF KANSAS—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.		Increase or decrease since 1870-'71.	
212,977	232,874	266,575	312,231	340,647	I.	28,416	I.	198,289
147,224	158,075	177,806	208,434	231,434	I.	23,000	I.	141,657
89,896	94,009	106,932	123,715	137,667	I.	13,952	I.	84,776
4,658	4,865	5,136	5,622	6,134	I.	512	I.	3,487
4,442	4,536	5,002	5,471	5,927	I.	456	I.	3,489
556	.....	681	1,193	1,866	I.	673	.....	.....
1,552	.....	1,731	4,631	4,794	I.	133	.....	.....
370	.....	568	578	505	D.	73	.....	.....
.....	.....	4,584	4,916	5,233	I.	317	.....	.....
3,881	4,157	4,520	4,932	5,242	I.	310	I.	3,422
195	246	354	414	413	D.	1	D.	32
$4,600,259	$4,277,094	$4,527,227	$4,407,136	$4,633,044	I.	$225,908	I.	$2,444,345
103.5	108	113	124	107	D.	17	D.	9
4,257	4,580	5,145	5,626	5,900	I.	274	.....	.....
119	285	81	94	81	D.	13	.....	.....
219	345	458	582	651	I.	69	.....	.....
1,717	2,136	2,402	2,694	3,322	I.	628	.....	.....
3,004	3,582	3,499	3,650	3,805	I.	155	.....	.....
2,402	2,784	2,861	3,161	3,506	I.	345	I.	2,053
3,174	3,279	3,498	3,761	4,274	I.	513	I.	2,649
5,576	6,063	6,359	6,922	7,780	I.	858	I.	4,702
$33 66	$32 12	$33 68	$31 65	$32 47	I.	$0 82	D.	$9 07
27 03	25 85	27 10	25 30	25 98	I.	68	D.	5 77
$1,244,688	$1,570,755	$1,803,303	$1,868,563	$2,160,507	I.	$291,944	I.	$1,085,561
1,198,437	1,328,376	1,541,417	1,590,794	1,818,387	I.	227,593	I.	914,064
$2,262,559	$2,036,000	$1,449,223	$1,601,632	.....	.....		.....	
10,482,991	10,000,000	10,000,000	10,000,000	.....	.....		.....	

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, a superintendent of public instruction, elected every two years; a board of education, first organized in 1873, whose duty it is to examine teachers for State diplomas; and a board of commissioners of the school funds. For each county, a superintendent of public instruction, elected biennially by the people, and boards of examiners for the examination of teachers (a duty that devolved on the county superintendent prior to 1869). For each district, a district board composed of 3 members, one member elected annually by the people. Women are allowed to vote at school meetings and are eligible to election as school officers. As far back as 1873 they held the position of county superintendent, although not expressly allowed to do so till 1876.—(Laws.)

OTHER FEATURES OF THE SYSTEM.

From the first organization of Kansas as a Territory free schools have been the rule. By the constitution of 1859, under which it entered the Union as a State, a system of such schools, ascending by gradations to normal, collegiate, and university departments, was required to be established and encouraged. The income for their support, as far as the State was concerned, was to come from the proceeds of the sale or rent of lands given by the United States for the support of schools, and from such other means as the legislature should provide by tax or otherwise; while in counties moneys paid for exemption from military duty, with the proceeds of estrays and fines for breaches of penal laws, were to go to the county schools. The State moneys (to be apportioned according to the number of youth of school age in each district) could, from the beginning, only go to schools taught at least 3 months by duly licensed teachers and under entirely unsectarian influences. District taxes, to aid in procuring school-houses, paying teachers, and providing necessary apparatus, were authorized by the first State school law; these at first not to exceed 1½ per cent. in all, since 1873 not to exceed 2½ per cent., since 1876 not to exceed 2 per cent., the item for apparatus having been dropped. An additional tax not to exceed 2 mills on the dollar for a district library appears in 1876. A State tax of 1 mill on the dollar for the schools, levied at least from 1862, was dropped in 1879. Uniform text books in each branch of study have since 1869 been required in each school district, such books, since 1879, not to be changed within 5 years from the date of their introduction. By laws of 1874 children between 8 and 14 are required to attend school at least 12 weeks in a year, unless otherwise taught, and the district schools are free to all between 5 and 21. Though no sectarian teachings are allowed in the schools, the Bible may be read, but it is not obligatory. Union and county institutes for the improvement of teachers are aided from the school funds, provided 50 teachers attend and share in the expense. The school month is 4 weeks of 5 days each. By the laws of 1873 a uniform series of text books is to be used in each separate branch of study in each school.—(Laws, 1873, 1879.)

GENERAL CONDITION.

As the statistics indicate, a general improvement in nearly all matters appertaining to the schools is observable in 1880. With an increase in school population, there was also decided increase in enrolment and attendance. The larger number of school districts is partly explained by the settlement and organization of new counties, although most of the older counties showed a disposition to divide their territory for school purposes which the State superintendent deprecates as injurious to educational interests. From 1876 to 1880 Kansas invested $1,048,974 in 1,402 new school buildings, showing greater activity in the construction of school-houses than at any previous time. Most of these buildings were put up in country districts. Although the enrolment has steadily increased from year to year, there were still 109,213 children not in school during 1879–'80. Such is the statement from the figures given; but Mr. Lemmon says that, as many district clerks fail to give the items of enrolment and attendance, he thinks that a deduction of 10 per cent. may be made. The average term for the year was shortened somewhat, as many of the western settlements failed to keep school over three months. That the people are interesting themselves in the schools is shown by the increased expenditure. The number of districts owning their text books in the year under review increased 156; the number of visits of county superintendents, 1,229; the number of districts having uniform text books, 163; the number having a graded course of study, 673; number having record books, 1,229; number having an unabridged dictionary, 68. The value of school libraries increased $7,869;

of school apparatus, $9,758. The county normal institutes, too, did a good work as short training schools for teachers. In this, his last report as State superintendent, Mr. Lemmon treats at length the subjects of school land management, the text book law, school fund investment, &c.; and, referring to the repeal of the 1 mill tax, he says that this action will reduce the school fund to a mere pittance, so that hereafter it will not amount to more than 60 cents per capita of the school population. This lack of funds will be especially felt in the frontier counties, as only short terms under poorly paid teachers can be held. A lengthy report of the best system of schools for a State is included in the report, as also county maps and county statistics, giving a clear insight into the condition of the schools in different sections. The superintendent indicates the weak points of the school system, and then states that the outlook for the future is encouraging on account of (1) the rapidly increasing school fund, (2) the deeply rooted educational sentiment of the people, (3) the benefits accruing from the normal institute system adopted four years ago, and (4) the aid to the common schools which will come from the educational journals recently established.—(Biennial report.)

REVIEW OF SCHOOL MATTERS FOR THE TEN YEARS.

In 1870 graded schools were reported in every city and village with more than one instructor. In the same year the number of school districts had risen from 986 in 1866 to 2,068; the enrolment had doubled; the annual school fund increased to $139,957 from $31,054, the value of school property to $1,520,041 from $315,898, and the permanent school fund to $441,125 from $30,071. The interest of the school fund, together with the 1 mill tax, amounted to $1.50 for every person of school age in the State in 1870. The issue of district bonds for building school-houses permitted the erection of many fine school buildings from year to year, and these were fitted up with furniture and apparatus of the best quality. By an act of 1869 county superintendents were given better pay, with the proviso that in the more populous counties they should spend their entire time on the schools. Good work was done by these officials and educational progress was much aided until a law of 1874 or 1875 crippled the county superintendency by reducing the salaries and leaving the duties undefined. A course of study for district schools, issued in 1873 by Superintendent H. D. McCarty, brought good results; able teachers and nine to ten months' terms were reported, and the school system was said to be well organized. From 1874 to 1876 the progress was less marked, owing to legislation prejudicial to school interests, to the failure of crops, &c. Still there was an increase in enrolment and attendance. From 1876 on, something creditable was accomplished in almost every department of school work.—(State reports.)

KINDERGARTEN.

A Kindergarten was reported at Lawrence in 1878, but no definite information has reached this Bureau as to the date of its organization or continuance.

CITY SCHOOL SYSTEMS.

OFFICERS.

In cities containing less than 15,000 inhabitants there are city boards of education of 2 members from each ward; in cities of over 15,000 population, boards of 3 members from each ward, with annual change of 1 member after the first election. These boards have control of the schools and school property, but usually delegate these duties to a superintendent chosen by themselves. There are also committees (consisting of 2 persons and the superintendent in the smaller cities, and 4 in all in the larger ones), selected by the boards, who examine teachers for city schools.—(Laws.)

STATISTICS. a

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Atchison	15,106	5,385	1,846	1,048	27	$18,755
Lawrence	8,511	3,095	1,829	1,222	23	20,036
Leavenworth	16,550	6,257	3,060	2,154	34	39,043
Topeka	15,451	4,728	2,937	1,676	39	55,743

a These statistics, for the sake of uniformity, are taken from the State report.

ADDITIONAL PARTICULARS.

Atchison reports school property valued at $66,000; an average yearly cost of tuition, based on average attendance, of $12.59; the length of school term, 9½ months; the average monthly salary of teachers, $50.49. A slight decrease in attendance over the year 1879 is noticeable, but there was an increase in enrolment and in youth of school age.—(State report.)

Lawrence reports primary, grammar, and high school departments, 1,525 sittings in all; an evening school (with 2 rooms and 2 teachers) connected with the public school system, but receiving aid from the Freedman's Aid Society; the schools taught 178 days; the discipline good; fewer cases of tardiness, and a steady decrease in withdrawals from school. The half day plan adopted 2 years ago is still continued in the lower grades and will probably be a permanent feature of the school system. The work in map drawing and language referred to in the previous report is still carried on with unabated interest and success. The number of regular promotions for the year was 100 in excess of the last year and the schools throughout are in a prosperous condition.—(Report and return.)

Leavenworth reports 8 different school buildings, with 2,800 sittings for study; school property valued at $177,500; the schools taught 179 out of 180 days; drawing introduced in the third grade through a series of graded exercises; and a marked improvement noticeable in reading, writing, and arithmetic. The half time sessions, in operation in five buildings, are favorably spoken of, although the branches are limited to the three "R's" and to short conversational exercises. In private and parochial schools there were 883 pupils enrolled.—(Report and return.)

Topeka reported an increase in youth of school age, in enrolment and attendance, in the number of teachers, in the aggregate amount paid for instruction, and in the value of school property. While the expenditure for school purposes in 1879 was $20,846, in 1880 it ran up to $55,748. The school property was rated at $150,500; the average yearly cost of tuition at $8.81.—(State report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Four such schools were in existence during the earlier part of the decennial period: the State normals at Leavenworth and Concordia, organized respectively in 1869–'70 and 1873–'74 and suspended in 1876 for want of legislative appropriation; the Quindaro State Normal School, for colored pupils, in operation during 1872 and 1873; and the State Normal School organized in 1865 at Emporia. This last was aided by the State until 1876, when, the legislative appropriation failing, it was continued on the basis of tuition fees. The main building was burned in October, 1878, but was rebuilt in a new and commodious form by means of a State appropriation of $25,800 and a county appropriation of $2,000. It was still, however, without appropriation from the State for much needed improvements and for current work. The report for 1879–'80 gives 199 students in the normal, academic, preparatory, and model departments; 3 courses of study, of 2, 3, and 4 years, respectively; an entire change of faculty; and 1 academic and 10 normal graduates.—(Reports and returns.)

OTHER NORMAL TRAINING.

The Kansas Normal College and Business Institute, Fort Scott (formerly the Southeastern Normal), was organized in 1879. It reports 5 resident instructors, 150 students, 25 graduates (12 of them engaged in teaching), and a 4 years' course of study. In this college there are preparatory, classical, scientific, and business courses; also a teachers' course and a teachers' training class. The Kansas Normal School and Business Institute, Paola, reports its normal course of study as including preparatory, scientific, and classical years. There is also a business course. A Normal High School is reported at Chetopa. Students are allowed any regular course of study, preparatory, normal, or collegiate. The intention is, however, to make the institution chiefly normal. Phonography and music are included in the 3 years' course.—(Reports, returns, and circular.)

Normal courses of 2 to 3 years are found in Baker, Highland, Lane, and Ottawa Universities and in the University of Kansas. In this last the normal department was opened by legislative requirement on the 3d of April, 1876. The preparatory department serves as a practice school. In the 3 years' course of the higher normal there were 60 students in 1879–'80.—(Catalogues.)

TEACHERS' INSTITUTES.

The first teachers' institute of Kansas was held at Emporia in 1863. In that year such meetings were held in six counties. A law approved February 29, 1864, provided that the superintendent of public instruction, with the county superintendent, should organize and hold a teachers' institute annually in each senatorial district. The school laws of 1869 provided for the holding also of normal district institutes annually in each judicial district. In 1873, in addition to these normal institutes, county meetings (from 2 to 5 days in length) were to be held annually in each county maintaining fifteen schools. The laws of 1877 required the holding of 4 weeks' normal institutes in each county (in the thinly settled portions of the State in two or more counties) for the instruction of teachers and of persons desiring to teach. In 1879 such institutes were held in 66 counties, with an enrolment of 6,050. In 1880 the enrolment was 5,574; the expenditure, $17,325; the receipts, $19,373.—(Laws and State report, 1879–1880.)

EDUCATIONAL JOURNALS.

The Kansas Educational Journal was started in 1864 as the organ of the State Teachers' Association. It was edited by Prof. H. D. McCarty, of Leavenworth. When it ceased to exist is unknown to this Bureau. In 1878 the Kansas Collegiate and the University Courier (published by students of the State university) and The Industrialist, published weekly at Manhattan as the organ of the Kansas Agricultural and Mechanical College, were reported. The Educationist, a monthly school journal, was started at Emporia in January, 1879; Our Schools, another monthly, at Lawrence at the same time; and the Cowley County Teacher at Winfield in October, 1879. Nothing further is known of these last three. The Educationist, published monthly at Topeka as the organ of the department of public instruction, and The Industrialist give information as to the educational interests of the State.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Under the general law for incorporated towns and cities, provision is made for the establishment of graded schools. In 1871 the grammar and high school had one year for each grade. In 1873 high school departments were reported in connection with the graded schools of 5 towns and cities. This number increased from year to year, until, in 1878, about 60 schools of this class were reported. Of these 5 only were recognized as having a 3 years' course conformable to the preliminary requirements of the State university. These were the high schools of Atchison, Emporia, Junction City, Lawrence, and Peabody. Others, however, were in correspondence with the university as to coming on the list. The high school at Lawrence takes up in its full course English and modern languages and sciences, also such courses in the ancient languages and sciences as may be compatible with the 3 years' course. Leavenworth reports 4 classes in its high school, 153 pupils enrolled, and 7 graduates in 1879–'80.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges and private academic schools in this State, see Tables IV and VI of the appendix following, and for summaries of their statistics, the corresponding tables in the report of the Commissioner preceding. For preparatory departments of colleges, see Tables IX and X of the appendix.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Kansas, Lawrence, heads the list of such institutions, alike from its educational advantages and its relation to the State. Opened in 1859 under Presbyterian auspices and called the University of Lawrence, it was soon reorganized under Protestant Episcopal control as the Lawrence University of Kansas, in honor of Mr. Amos Lawrence, of Boston, Mass., who had given $10,000 towards its endowment. Under that title it received its charter January 29, 1861. But on the same day the Congress of the United States set apart 72 sections of public lands for the use and support of a State university in Kansas, and the city of Lawrence, wishing to have the State university there, offered the State 40 acres of land for a campus, with

all its rights and interests in Lawrence University. The offer was accepted, and in 1863, dropping Lawrence from its title, the school became in name the University of Kansas. The next year it received its charter as such. At the first meeting of the regents to whom its management was committed, Rev. Robert W. Oliver was chosen chancellor, and arrangements were made for a beginning of instruction in 1865–'66. At the close of that collegiate year Mr. Oliver resigned the chancellorship, to be succeeded in 1867 by Gen. John Frazer, then president of the Agricultural College of Pennsylvania, who continued in charge till January, 1875, when he became superintendent of public instruction for the State by election of the people. His successor was Rev. James Marvin, D. D., who still occupies the chair.

By its charter, the university was to consist of 6 departments: (1) of science, literature, and the arts; (2) of law; (3) of medicine; (4) of the theory and practice of elementary instruction; (5) of agriculture; and (6) of higher normal instruction. These have all come into being in the following order: the first from the beginning in 1865, with steadily increasing expansion of scope and courses; the agricultural, as a separate college at Manhattan, in 1868; the normal, in both departments, in 1876; the legal, in a 2 years' course, in 1878; the medical, in a 3 years' graded course, in 1880. The statistics of the university for 1879–'80, exclusive of the Agricultural College, were: officers, 16; students, 438, 2 of these being resident graduates.

The 7 other collegiate institutions were St. Benedict's College, at Atchison, and St. Mary's College, St. Mary's (both Roman Catholic); Baker University, Baldwin (Methodist Episcopal); Highland University, Highland (Presbyterian); Lane University, Lecompton (United Brethren); Ottawa University, Ottawa (Baptist); and Washburn College, Topeka (Congregationalist). These all, in their latest reports, present preparatory studies covering 2 to 3 years and classical collegiate courses of 4 years; all, except the two Roman Catholic colleges, scientific courses, also of 4 years; Baker University and Ottawa University, normal courses of 3 years; Lane, one of 2 years, and Highland, one less definite, with a literary course of 4 years; St. Benedict's and Washburn, business courses of 3 and 4 years, and the last, a ladies' course of 4 years, begun in 1880.

For statistics of all these, see Table IX of the appendix; for a summary of them, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The State University and other institutions above mentioned, except the Roman Catholic, admit young women. Besides these, only one collegiate institution especially for them appears in 1880, the College of the Sisters of Bethany (Protestant Episcopal), the courses in which continued to be as before reported, primary, preparatory, and collegiate, the last of 3 years. For statistics, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Kansas State Agricultural College*, Manhattan, was established in 1863, under the act of Congress approved July 2, 1862, giving to each State certain public lands for education. In 1873, the college was completely reorganized on a thoroughly industrial basis, with prominence given to practical agriculture and related sciences. In a 4 years' course the sciences applied to the various industries of farm, shops, and home are taught; chemistry, botany, entomology, zoölogy, mechanics, the study of minerals, agriculture, horticulture, civil engineering, political economy, mathematics, the English language, history, and philosophy are included in the course, as also printing, telegraphy, sewing, cookery, carpentry, iron work, and other industrial arts.

The report for the two years ending June 30, 1880, indicates that the standard of admission is still adapted to ordinary requirements in common schools. The industrial arts have been taught as heretofore, with slightly improved facilities and steadily developing methods. The debt reported two years ago has been somewhat reduced, while the current expenses were covered. An increasing attendance is noticed, and that, with the enlarged demand for experiment and means of illustration, makes an increase of income necessary from year to year. An enlargement of the college building will also be needed within the next two years.

Reports from the professors to the board of regents show gratifying progress in their different departments; the farm department paid current expenses; that of industrial drawing reported the plan of instruction for the past 3 years as based upon the admirable system of Prof. Walter Smith, while 15 students had also taken up the principles of projection. In the mechanical department for 2 years young ladies have been employed at scroll sawing. At the beginning of the year there was only 1 advanced

student in the telegraph department; the ending thereof found 6 (3 gentlemen and 3 ladies) working on the lines of different telegraph companies. Since 1877, 633 pupils have been enrolled, 276 of these in 1879–'80.—(Catalogues, 1877–1880, and biennial report of the superintendent of public instruction.)

Scientific courses are also found in the University of Kansas and in 5 other colleges of the State. For the number of students in these courses reference is made to Table IX of the appendix.

PROFESSIONAL.

The *Kansas Theological School*, Topeka, which was chartered in 1872 and organized in 1873, reports 2 resident professors and instructors, 2 undergraduate students, 2 graduates at the commencement of 1880, a 3 years' course of study, and an examination for admission. This school is under the auspices of the Protestant Episcopal Church.—(Return.)

The *law department* of the University of Kansas, formally opened November 6, 1878, furnishes a complete course of legal instruction for persons intending to practise in any State. The course includes two annual terms of 7 months each. Graduates of literary colleges are admitted without the examination as to fitness required from all others. There were 8 seniors and 10 juniors reported in 1879–'80.—(Catalogue of university, 1879–'80.)

A preparatory *medical* course is announced in the University of Kansas in 1879–'80. This is intended to be the first year of a 3 years' medical course, such as is accepted by the Ohio Medical College, Cincinnati, and the Rush Medical College, Chicago. As a preparation for this course, a full collegiate course is recommended for all professional students and a knowledge of English studies is required.—(Catalogue of university.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Kansas Institution for Educating the Deaf and Dumb, Olathe, under control of the State board of charities, was founded in 1866. Instruction is given in the elementary branches and in cabinet making, shoemaking, and printing. This institution is said to be steadily growing in public favor. In September, 1880, there were 107 students, and there were indications of an attendance of 127 for the year 1880–'81. This was said to be an increase over the number for 1879–'80.—(Report of the Commissioner of Education for 1879 and The Industrialist, October 2, 1880.)

EDUCATION OF THE BLIND.

The Kansas Institution for the Education of the Blind, Wyandotte, founded in 1867, reports both literary and industrial departments. In the former there is a full course of English studies, with reading in Boston elevated type, and both reading and writing in New York point; in the latter broom and brush making and the weaving of palm leaf hats are taught. The enrolment of pupils the last two years has been 69. Of these 25 entered during the term ending June 17, 1880. About 60 pupils were in the literary department and 34 in the musical course.—(Reports.)

REFORMATORY AND INDUSTRIAL TRAINING.

The legislature in 1879 made provision for a State reform school and appropriated $35,000 for a building, on condition that the citizens of Shawnee County should give 160 acres of land for it within 5 miles of the State capital. This was done, and a building costing $39,000 was erected for the school. By a subsequent act, to take effect March 5, 1881, provision was made for the organization and government of the institution, which was to be opened for pupils June 1, 1881. Boys under 16 years of age convicted of offences against the laws or leading vagrant lives and in danger of falling into crime are to be the subjects of its training.—(Letter and report of superintendent.)

EDUCATIONAL ASSOCIATIONS AND CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

This association met at Topeka June 22–24, 1880. First organized September 29, 1864, at Leavenworth, with 39 members, its sessions have been held annually ever since. The inaugural address of the session of 1880 discussed the weakness and strength of the public school system. "Language culture in our schools" led to a debate in which

it was agreed that, while the study of grammar is necessary for syntactical accuracy, yet elegance, readiness, and force must be gathered from writing and other sources. "Moral culture in the schools" was recognized as important if the teacher desired to help in educating honest and upright citizens. During the session "Reading," "Botany in normal institutes," "The practical teacher," "Our State reform school," and other topics were discussed. Mr. Robert Hay, of Cherokee, gave an address on "Education in England;" Prof. Geo. M. Stearns, of Washburn College, one on "The Quincy method, or personality in teaching;" and Mr. Porter Sherman, of the Wyandotte schools, a paper on the "Philosophy of history." Resolutions were adopted asking the legislature to make provision for a thorough geological survey of the State, &c.—(The Educationist and biennial report.)

COUNTY SUPERINTENDENTS' CONVENTION.

On June 23, 1880, the superintendents, some 15 in number, organized at Topeka. The first topic for consideration was grading district schools. It was generally agreed that additional legislation is required. A resolution was adopted asking the next legislature to provide that women over 21 in cities of the first and second class be allowed to vote on all school questions.—(The Educationist.)

SOUTHEASTERN TEACHERS' ASSOCIATION.

The fourth annual meeting of this association was held at Parsons, December 28-30, 1880. Although the weather was unfavorable, there was a decided improvement in the attendance, teachers being present from 7 counties. The address of welcome was by Mr. McPhersons, of Parsons. Mr. Hay, of Cherokee, gave a lecture on "The growth of the English language." Hon. Geo. W. Hoss, editor of The Educationist, and formerly State superintendent in Indiana, spoke of "Oratory and orators." The programme also included the following papers: "Education in the South," "Advanced geography," "Tree planting in school grounds," "Geology," "Objects of common school education," and "School government." Professor Chedester was reëlected president of the association.—(Journal of Education, January 13, 1881.)

KANSAS ACADEMY OF SCIENCE.

The thirteenth annual session of this association was held at Topeka in November, 1880. The attendance was large, the meeting successful, and many names were added to the roll of members. The first evening's lecture, by President Fairchild, of the State Agricultural College, was on the bearings of science on every day life. He considered science not as the servant of mankind, but as the daily companion or leader of the people. The second evening's lecture was by Professor Lovewell on "Science in schools." It included hints as to improving the instruction in natural sciences. Papers were read on the "North American species of Conops," on "Kansas reptiles," and on "Modes of working in vogue among fish breeders," in which Hon. D. B. Long called attention to the availability of German carp for stocking Kansas waters. The Kansas weather service, its objects, needs, and the results of its work were also dwelt upon. Dr. John Fee, of Kansas City, opened a discussion on color blindness, illustrating his paper by a series of test colors. Hon. F. G. Adams, in a paper on "Irrigation," detailed the attempts to reclaim portions of the Arkansas Valley to profitable agriculture. The success of this undertaking, he thought, called for a careful survey of the river valleys of the western plains, considerable areas of which might become the seat of an important agricultural interest. A paper of kindred interest on "Rainfall in its relation to Kansas farming" followed. Thirty-seven papers in all were on the programme; most of these were read and discussed. The academy is said to be on a better footing than at any time in its history.—(The Industrialist, November 20, 1880.)

STATE NORMAL INSTITUTE.

To aid in improving the work of county institutes, a State Normal Institute was held under the auspices of the State board of education at Topeka from December 29, 1879, to January 3, 1880. This was said to be the most largely attended and the most valuable educational meeting ever held in the State. About 300 of the most progressive teachers were present. A course of study for normal institutes was adopted, the careful grading of such institutes and the adapting of the work of each section to the needs of the grade being heartily indorsed. Three sessions were held each day, in each of which there were papers or addresses on educational topics. All the members of the State board of education were present almost the entire time of this meeting.—(Biennial report.)

CHIEF STATE SCHOOL OFFICER.

Hon. ALLEN B. LEMMON, *State superintendent of public instruction, Topeka.*

[Second term, January 13, 1879, to January 10, 1881.]

Preceding superintendents in the 10 years were Hon. Peter McVicar, 1867–1871; Hon. H. D. McCarty, 1871-1875; Hon. John Frazer, 1875–1877.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
White youth of school age (6–20).	.....	.....	.....	.....	437,000
Colored youth of school age (6–16).	.....	.....	.....	.....	.....
Total of school age reported	389,836	416,763	427,523	427,526	437,000
White youth enrolled	.....	.....	.....	.....	228,000
Colored youth enrolled	.....	.....	.....	.....	.....
Total enrolment	178,457	.....	240,000	191,112	.....
Average attendance	120,866	.....	.....	114,603	159,000
Pupils in private schools	.....	.....	.....	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.					
School districts for whites	.....	.....	.....	.....	5,963
School districts for colored	.....	.....	.....	.....	494
Total school districts	5,177	5,381	.....	.....	6,457
School-houses	.....	.....	.....	.....	4,894
Schools taught	5,068	.....	5,521	.....	5,967
Average time of schools in days	.....	.....	110	.....	*a*100
Estimated value of property	.....	.....	.....	.....	*a*$1,624,000
Private schools	.....	.....	.....	.....	700
TEACHERS AND THEIR PAY.					
Men teaching in public schools	.....	.....	.....	2,656	4,236
Women teaching	.....	.....	.....	1,017	1,732
Colored men teaching	.....	.....	.....	.....	216
Colored women teaching	.....	.....	.....	.....	122
Total number of teachers	.....	.....	5,521	3,673	5,968
Average monthly pay of men	.....	.....	.....	.....	*b*$49 40
Average monthly pay of women	.....	.....	.....	.....	*b*49 40
INCOME AND EXPENDITURE.					
Total receipts for public schools	.....	$968,177	$963,121	$717,350	$1,438,147
Total expenditure for public schools.	.....	941,304	963,121	.....	1,559,452
SCHOOL FUND.					
Amount of public school fund	.....	$1,350,492	$1,628,123	$1,628,123	.....

a Schools for whites.

TICS OF KENTUCKY—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1879-'80.	Increase or decrease since 1870-'71.
459,253	459,395	.....	476,870	478,597	I. 1,727	.....
53,555	53,126	.....	62,973	66,564	I. 3,591	.....
512,808	512,521	.....	539,843	545,161	I. 5,318	I. 155,325
228,000	.....	.....	.....	.....	.....	.....
.....	19,107	.....	.....	.....	.....	.....
.....	208,500	.....	.....	265,581	.....	I. 87,124
160,000	125,000	.....	.....	.....	.....	.....
.....	35,000	.....	.....	.....	.....	.....
.....	5,836	.....	.....	.....	.....	.....
.....	620	.....	.....	.....	.....	.....
.....	6,456	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
110	.....	.....	.....	102	.....	.....
$2,300,000	$2,300,000	.....	.....	.....	.....	.....
700	700	.....	.....	.....	.....	.....
.....	4,000	.....	.....	4,418	.....	.....
.....	2,000	.....	.....	2,346	.....	.....
.....	331	.....	.....	.....	.....	.....
.....	199	.....	.....	.....	.....	.....
4,300	6,000	.....	.....	6,764	.....	.....
$40	$40	.....	.....	$21 75	.....	.....
35	35	.....	.....		.....	.....
$1,827,575	$1,827,575	.....	.....	$1,031,565	.....	.....
1,130,000	1,130,000	.....	.....	803,490	.....	.....
.....	$1,600,000	.....	.....	$1,755,682	.....	.....

[b] White teachers.

STATE SCHOOL SYSTEM.

OFFICERS.

The officials having general charge of public school interests are (1) a State superintendent of public instruction, elected by the people for 4 years; (2) a State board of education, consisting of the superintendent, the secretary of state, the attorney general, and 2 professional teachers chosen by them; and (3) a State board of examiners, composed of the superintendent and 2 professional educators chosen by him.

County school officers are (1) commissioners elected by the court of claims for 2 years, and (2) county boards of examiners, comprising the commissioner and two persons appointed by him. For districts there are boards of trustees of 3 members holding office 3 years, those for white schools being elected by the white voters of the district and those for colored schools appointed by the county commissioners.

OTHER FEATURES OF THE SYSTEM.

The schools for white children are supported from the income of a State fund which must be used only in payment of teachers; from a State tax of 20 cents on the $100 valuation of property, with an optional district tax of 25 cents on the $100 of taxable property in ordinary districts and 30 cents in graded school districts, and from a capitation tax of 50 cents on persons sending children to school. The schools for colored children are supported from taxes on property owned or held by colored persons; from a capitation tax of $1 on each colored man over 21; from taxes on dogs kept by colored persons and on deeds, suits, or licenses for them; and from the proceeds of fines, penalties, &c., collected from them. These schools, according to a provision in the law, are to be aided before those for whites by any congressional donation which may hereafter be made to the State in money or lands for the benefit of education, such funds to be applied exclusively to the support of colored schools until their funds shall be as great, in proportion to the population of school age, as are those for white schools.

To be entitled to aid from public funds, schools must be kept by qualified teachers for 5 months during the year, or for 3 months if in districts containing less than the minimum number of children. Teachers must have certificates of qualification from either the county or State board of examiners. The branches prescribed for free common schools embrace "the elements of a plain education in English, including grammar, arithmetic, geography, and history," only 2 departments, primary and elementary, being provided for. Intermediate and high school departments may be organized and tuition charged in them, but this must not interfere with the thorough teaching of the elementary branches. The State makes provision for teachers' institutes, public school libraries, a State university, and institutions for the education of the deaf and dumb, the blind, and the feeble-minded. Any non-sectarian college, academy, or high school may be accepted by the county commissioner as a State school, and, as such, share in the school funds, if all the white children of the district 6 to 20 years old be admitted to it without charge for 5 months of the year. Trustees must make reports annually to county commissioners on penalty of a fine of not less than $20 and the damages resulting from neglect; county commissioners must report annually to the State superintendent and he to the legislature. Superintendents of institutions for the blind, deaf and dumb, and feeble-minded are also required to report annually to the State superintendent. White widows having children of school age may vote for school trustees, and those without children, but having taxable property, may vote on the question of district tax.

The most important changes in the law since 1870 (when the State tax was increased from 2 to 20 cents on the $100, county boards of examiners instituted, and provision made for county teachers' institutes) are the appointment of a State board of examiners and the increase of district taxation from 5 to 30 cents on the $100 in 1873 and the establishment of a system of public schools for colored children in 1874.—(Laws.)

CITY SCHOOL SYSTEMS.

OFFICERS.

The officers having charge of public school interests are boards of trustees and usually city school superintendents. Boards of examiners are appointed in some cities, under special charters. Newport has a board of education of 12 members. All cities, towns, and villages may make such regulations for the government of their public schools as are deemed judicious, provided they do not conflict with the constitution and general statutes.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Covington	29,720	10,094	3,518	2,485	60	$56,316
Lexington	16,656					
Louisville	123,758	46,587	19,990	13,498	325	197,699
Newport	20,433	6,780	2,692	2,032	44	27,898
Paducah	8,036	1,962	822	698	15	8,697

ADDITIONAL PARTICULARS.

Covington, with 5 public school buildings, containing 80 rooms for study, had 3,279 pupils enrolled therein, besides about 3,000 in private or parochial schools. The public schools are classed as primary, grammar, intermediate, and high, the first two covering each 3 years, the intermediate 2, and the high 4. There is no city school superintendent, the office having been abolished. German is taught in the first five years of the course, a special teacher being employed for it. The high school had 157 pupils enrolled, under 6 teachers.—(Return and report.)

Louisville had 19,990 public school pupils enrolled during 1879–'80, in 30 school buildings. The schools were classed as primary, secondary, intermediate, grammar, and high, there being two of the latter, one for boys and one for girls, with an enrolment of 613 pupils, under 16 teachers, and 529 in average attendance. Since 1872 the assessed valuation of city property has steadily diminished, the result being a large deficit in school revenues, while at the same time the number of children to be educated has greatly increased. As a measure of relief, the city tax for public schools was increased during the summer of 1880 from 25 cents on the $100 to 30 cents. This, it is hoped, will add about $31,500 to the school revenues.—(Return and Eclectic Teacher.)

Newport has 5 public school buildings, with 43 rooms for study (30 primary, 12 grammar, and 1 high), furnishing 2,520 sittings, a city superintendent, and a special teacher of drawing and penmanship. The enrolment and average number belonging were slightly more in 1879–'80 than the previous year. A small decrease in the per cent. of attendance is accounted for by the fact that an unusual amount of disease prevailed. The actual tardiness both in the number of cases and amount of time lost was less, and there were fewer cases of corporal punishment. A rule was adopted by the board in 1879 requiring teachers to report all cases of such punishment, and this, as was expected, caused a reduction of the number. Sixty pupils were enrolled in the high school, 43 were in average attendance, and 7 (of whom 6 were girls) were graduated from the 3 years' course of study.—(Report and return.)

Paducah reported 900 sittings in her public schools for white children, in 9 primary school rooms, 4 grammar, and 1 high. No statistics for colored schools are reported. There is a superintendent of public schools, who is elected each year by the board of trustees. About 300 pupils were enrolled in private or parochial schools, making a total of 1,122 under instruction.—(Return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND DEPARTMENTS.

The *normal department* of the State Agricultural College, to be opened at Lexington in 1881, is intended to provide the best facilities for the training of teachers. It offers free tuition to 3 persons (men or women) from each county of the State, and even as many as 6 may be admitted on the same terms. Students in this department have the privilege of studying any branch taught in the college.—(Eclectic Teacher, September, October, 1880, and letter from principal.)

The *Kentucky Normal School*, Carlisle, sends no report for 1880, but from the Eclectic Teacher for June it appears that 14 pupils were graduated from it; also that the usual summer term was not to be held, the principal being engaged in county institute work.

Glasgow Normal School, Glasgow, first opened in 1874, presents a course of study covering 3 years, of 48 weeks each, known as preparatory, scientific, and classical years. Graduates from the last 2 receive diplomas which are by law equivalent to a life certificate in the public schools of the State. There were in 1879–'80, 210 students, of whom 14 were graduated and 12 engaged in teaching.—(Return.)

West Kentucky Normal School, of Murray Institute, Murray, opened in 1871, had 30 or 40 students in 1879–'80 in the normal course of study covering 3 years. The diploma of this school is by statute interchangeable for a certificate of the State board of examiners.—(Return.)

Bellewood Seminary and Kentucky Presbyterian Normal School, Anchorage, first opened

in 1876, reports a normal course of 4 years, but only 2 students pursuing it during 1879–'80.—(Return.)

Kentucky Female Orphan School, Midway, was opened in 1849 by benevolent persons of the denomination of Disciples for the education of their orphan girls as teachers, but eligible applicants of other denominations are received as far as the capacity of the school will admit. They remain 4 years. Girls must be over 14, of good character and health, able to read fluently, to write, and to understand at least the four elementary rules of arithmetic. There were 54 pupils in 1879–'80 and 11 graduates, of whom 9 engaged in teaching.

A 6 weeks' summer term was held at *Germantown Normal Academy*, Germantown, beginning July 20, 1880.—(Eclectic Teacher.)

Normal instruction was given to some extent in departments of Berea and Georgetown Colleges and Murray Institute. Georgetown College offers tuition on a credit of 3 years, or till they can pay, to such young men as are preparing to teach.—(Catalogues.)

TEACHERS' INSTITUTES.

County institutes for the training of teachers must be held, according to the school law; but information in regard to the work done in them during 1880 is almost entirely lacking. One exception is a notice in the Eclectic Teacher for November of the institute in Jefferson County, which is said to have been very successful, teachers, patrons, and friends having attended with unusual faithfulness.

EDUCATIONAL JOURNALS.

An important aid to school work in the encouragement of teachers, as well as in the educational information published, is the Eclectic Teacher, a monthly edited by T. C. H. Vance and George A. Chase. It is now published in Lexington, having been removed to that place in September, 1880, from Louisville.

Other school journals published are Our School Friend, by the Girls' High School, Louisville; Different Kinds of People, by the Classical and Business College, North Middletown, and Hamilton College Monthly, Lexington, edited by the young ladies of that college.—(Eclectic Teacher, December, 1880, January, 1881.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No complete information can be given as to the work done in the State by the high schools in 1879–'80, the only sources available being 3 city school reports and the Eclectic Teacher for that year. From the latter it appears that the question of the advisability of public taxation for secondary instruction was agitating the minds of the people somewhat, the newspapers having taken it up. The assertion in one of them to the effect that nearly every girl attending the high school at Louisville had parents who could afford to send her to a private school led to an examination of the principal's books. The careful record kept since 1862 showed that the greater number were quite unable to pay tuition fees. It was observed, too, that in the lower and higher grades the relative proportion of parents' occupations remained unchanged. The usefulness of this school appears to some extent in the fact that 62 per cent. of the white women teaching English branches in the city had been students in it and that 99 had graduated from it.

The two high schools in Louisville (one for each sex) are in a prosperous condition. The buildings and furniture are valued at $69,000. The school for girls enrolled 361 pupils during the month of December, 1879. The school for boys in October of the same year numbered 231, and the total enrolment in both for the year was 613. Covington had 157 pupils enrolled in a high school, under 6 teachers; Newport had 60 enrolled, 43 in average attendance, and graduated 7, of whom 6 were girls. Paducah, Owensboro', and possibly other cities sustain high schools, but send no statistics of them for 1880. At Maysville a new high school building has recently been erected and classes commenced.—(City reports and Eclectic Teacher.)

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Kentucky University, Lexington (Christian), opened at Harrodsburg in 1859, was removed to Lexington in 1865 and organized with three departments, a college of arts, of the Bible, and of law, a commercial college being soon after added. In 1866 the State Agricultural and Mechanical College was opened as one of its colleges, but this and the college of the Bible were detached from it in 1878, and are now entirely separate in management, although they still remain on the grounds of the university and their students are free to enter the classes in the university college of arts those

of the latter also being admitted without charge to the agricultural college and the college of the Bible. The college of arts comprises 10 separate schools, which include classical and scientific studies, also French, Spanish, Italian, and German, the latter being optional. There were 66 students attending in 1879–'80, besides 23 in preparatory studies and 105 in the commercial department.—(Catalogues and return, 1880.)

There are 14 other universities and colleges from which information is at hand as late as for 1878–'79, all but 3 of them sending reports for 1879–'80. All, at date of their last reports, had preparatory courses, some even giving instruction in primary studies; all had collegiate departments, with 4 years' courses in classical studies, the arrangement sometimes being that of independent schools; in 6 there is more or less provision for the study of scientific branches, although in some only the natural sciences are taught; 10 give a business training; 2, Berea and Eminence, offer biblical instruction in connection with college classes; 3, Berea and Georgetown Colleges and Murray Institute, have normal courses, and nearly all courses in music, drawing, and other branches of art; 5 admit both sexes, while Eminence College, Eminence, and Murray Male and Female Institute, Murray, make a special feature of coeducation; the charter of the latter has been recently amended, providing that diplomas given to graduates of the normal course shall entitle them to certificates from the State board of examiners allowing them to teach in the public schools.

The only collegiate institutions organized in this State within the past 10 years are Kentucky Classical and Business Institute, North Middletown, chartered in 1878, and Union College, Barboursville, chartered in 1880. The institute is under the influence of the "Christian" church, admits both sexes, and in its collegiate department offers classical, Latin-scientific, business, and English courses. There are also preparatory and special courses in literature, music, drawing, and painting. The college has a capital of $20,000 for building purposes, expects to have room for 350 students, and was to open in September, 1880.

For statistics of all the colleges reporting, see Table IX of the appendix, and a summary in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of schools of this class, see Table VIII of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Agricultural and Mechanical College of Kentucky*, first organized in 1866 as a college of the State university, but detached from it in 1878, was chartered anew by the legislature in 1880 and permanently established at Lexington. Commodious buildings are to be erected, intended to accommodate 500 students, the city having contributed $30,000 for this purpose and Fayette County $20,000. For its support the legislature has established a State tax of 5 mills on each $100 of taxable property, which, with the present income, will give the college about $27,000 a year. Work on the new buildings was begun in October, 1880, at which time it appeared probable that they would be completed in the summer of 1881. Meantime the college has been reorganized and some 15 courses of instruction opened with a separate professor for each. Besides the provision for free normal instruction already mentioned, tuition without charge is offered to one student from each representative district of the State. The number of students attending in 1879–'80 is estimated by the Eclectic Teacher at about 250. No official report for the year has been received.—(Eclectic Teacher, June, September, October, November, 1880.)

Six of the collegiate institutions reporting, viz, Bethel, Centre, and Georgetown Colleges, the Kentucky University, Military Institute, and the Classical and Business College, give more or less scientific instruction. Bethel presents a course in natural science leading to the degree of B. S.; Georgetown College also has a course leading to this degree; the Kentucky Military Institute offers a course in natural science and one in engineering. The scientific course in the State University leading to the degree of B. S. is the same as the classical in the first 3 years, except that Greek and Latin are omitted, French and German being substituted for them in the first 2 years, while in the senior year a course in practical chemistry and physics is added.—(College catalogues.)

PROFESSIONAL.

Theological instruction is given in the Theological Seminary of the Presbyterian Church, at Danville, the Southern Baptist Theological Seminary, Louisville, the College of the Bible, Lexington, and to a limited extent in 3 of the colleges, as before mentioned.

The Theological Seminary of the Presbyterian Church presents a strictly professional course of study covering 3 years. Applicants for admission, if not college grad-

uates, must pass an examination in collegiate branches of study; exceptions may be made, but in all cases such scholarship is required as will enable students to successfully pursue theological study. Eight students are reported for 1879–'80.

The Southern Baptist Theological Seminary, established in 1859 by Southern Baptists, divides its course of study into eight schools, any one of which can be taken separately and completed in a year, with the exception of Hebrew and Greek. The whole course requires 3 or 4 years, according to circumstances. A special 8 months' course is arranged for pastors on leave of absence. There were 92 undergraduate students in 1879–'80, besides 2 graduates.

The College of the Bible provides a 4 years' course of study, not intended to be professional, but to give systematic instruction in the Bible, together with the higher branches of English literature and philosophy. The departments are (1) English language, (2) sacred history, (3) sacred literature, and (4) philosophy. The college had 51 undergraduate and 3 graduate students during 1879–'80.—(Catalogue and return.)

In Berea College special biblical instruction is given in connection with the college course as occasion requires, and at Eminence College a department of biblical literature forms a part of the college course. Georgetown and Bethel Colleges recognize the claims of this profession, at least to the extent of giving free tuition to young men who are preparing for it.

Legal study in 1879–'80 is represented only by the law department of the University of Louisville, which had 45 students, of whom 10 had received a degree in letters or science, and graduated 25 in 1880. The course of study covers 2 years. No examination for admission to it is required.—(Return.)

The College of Law of Kentucky University, although still reported in the curriculum of that university, has been suspended since June, 1879.

The law department formerly connected with Central University, Richmond, does not appear in its catalogue for 1880–'81.

Four *medical* schools, all in Louisville, report for 1879–'80, viz: Kentucky School of Medicine, chartered in 1850; Louisville Medical College, chartered in 1868; the medical department of the University of Louisville, chartered in 1837; and Hospital College of Medicine, chartered in 1873, the last being a department of Central University. All require for graduation the usual 3 years' study of medicine, including two regular courses of lectures, but none demands any examination for admission. The Kentucky School of Medicine has established an optional graded course of 3 years. It had 150 students in attendance and graduated 44 in 1880; the Hospital College of Medicine enrolled 75 (of whom 12 had received a degree in letters or science) and graduated 25; Louisville Medical College had 131 students and graduated 56.

The Louisville College of Pharmacy is one of the 9 pharmaceutical schools in the United States which confer the title of graduate only on those students who, in addition to theoretical knowledge, have had practical experience in the business. An apprenticeship of at least 4 years is required, with attendance on 2 courses of lectures, the last of which must be at this college. A practical laboratory course has been opened, which is still optional, but is to be made compulsory.—(Catalogue, 1879.)

For further statistics, see Table XIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

The Kentucky Institution for the Education of the Blind, Louisville, gave instruction during 1879–'80 to 67 blind youth, an increase of 5 over the number of the previous year, but still, as the report says, only a small proportion of the number that ought to be in the institution. Thirty of the 67 were from Louisville, a proportion of 1 blind child to 4,300 of the city's population; and if this proportion of blind to seeing children holds good outside of the city, it is estimated that there are 400 blind in the State who should be in the institution. There are accommodations for 100; and renewed efforts are to be made by the institution to give information of the opportunities therein offered to all the blind in the State. As heretofore, the course of instruction comprises, besides the elementary English branches of study, natural history, physiology, and physics, with special instruction in vocal and instrumental music to those whose abilities warrant it. Boys are taught to make brooms and mattresses, cane chairs, and do simple upholstery; girls, to sew by hand and machine, to cut and fit, and use the knitting machine. Physical exercise, bathing, &c., are not neglected.—(Report, 1880.)

EDUCATION OF THE DEAF AND DUMB.

Instruction and training for the deaf and dumb in the branches of a common school education and in employments are given at the Kentucky Institution for the Deaf

and Dumb, Danville, where all deaf-mutes of the State are received without charge for a term of 7 years. Statistics for 1879–'80 are not reported.

TRAINING OF THE FEEBLE-MINDED.

The Kentucky Institution for the Education and Training of Feeble-Minded Children, Frankfort, established in 1860, besides giving instruction in the elementary school branches and in useful employments, devotes special attention to physical training. The use of the gymnasium and Kindergarten instruction are combined and all possible means used for the education of the powers of observation, such as maps, charts, frames, cases, figures, blocks, and colored cards. There is no report for 1879–'80.

REFORMATORY TRAINING.

The Louisville House of Refuge, established in 1865, is intended for the reformation, education, and industrial training of neglected youth. It receives both white and colored boys and girls, and gives them instruction in the common school branches and in a number of employments besides gardening and other out door work. The school rooms are made attractive and are furnished with improved desks and other equipments; but still greater importance is attached to the work department, skill in labor and industrial habits being considered the great desideratum for these children. During 1879–'80 there were in the refuge 204 white youth, of whom 149 were boys, and 83 colored youth, all from 6 to 18 years of age.—(Report, 1879–'80.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The meeting of the State Teachers' Association at Lexington, August 10–13, 1880, was not a great success, if judged by the number of members present. The programme was not carried out, because several who were to have participated were absent. Such papers and addresses, however, as were presented were of a high order, and elicited spirited discussion, and altogether the meeting was an interesting and enthusiastic one and productive of good results. The first remarks made were by Prof. J. D. Pickett, superintendent of public instruction, who expressed some thoughts as to the objects of the association, and was followed by Prof. J. J. Rucker with suggestions as to how to increase interest in it. After an expression of views on these points by a number of members, the association listened to an address on "Education," by Hon. A. S. Berry, of Newport. Papers were read during the second day on "Compulsory education," by Prof. J. R. Day; on "The extent of taxation for education," by Prof. W. H. Lockhart, and on "Normal schools," by Prof. A. W. Mell. In the evening Maj. W. J. Davis, of Louisville, gave a lecture on "The story of the rocks." The papers of the third day were on "Curriculum of common schools," by Supt. A. T. Wiles, of Newport, and on "Graded schools," by W. J. McConathy; the latter was not discussed for want of time.

Among the resolutions adopted was one expressing the opinion that a meeting of the Southern Educational Association should be held during the Christmas holidays of 1880; also one appointing a committee to memorialize the legislature on the subject of establishing a State normal school.—(Eclectic Teacher, September, 1880.)

OTHER ASSOCIATIONS.

There is no information of any meeting having been held during 1879–'80 by the Colored State Teachers' Association or the Central Kentucky Teachers' Association.

CHIEF STATE SCHOOL OFFICER.

Hon. JOSEPH DESHA PICKETT, *State superintendent of public instruction, Frankfort.*

[Term, September 9, 1879, to September 15, 1883.]

Other superintendents in the decennial period under review were Hon. Zechariah F. Smith, 1867–1871, and Hon. Howard A. M. Henderson, 1871–1879.

SUMMARY OF EDUCATIONAL STATIS

	1870–71.a	1871–72.a	1872–73.	1873–74.
POPULATION AND ATTENDANCE.				
Youth of school age (6–21) *b*	262,643	280,384	272,334	280,387
Enrolment in public schools	52,436	49,106	57,433	74,309
Average daily attendance	20,587	26,009	33,927	.....
Scholars in private schools	21,674	23,340	18,078	22,306
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	.....	.....	483	474
Number of public schools	457	610	864	1,039
Public school-houses	.....	.....	.....	.....
School-houses built during the year	32	.....	101	77
Average time of school in days	.....	.....	.....	.....
Value of public school property	.....	$748,135	$661,962	$881,446
Number of private schools	272	367	.....	.....
TEACHERS AND THEIR PAY.				
Teachers in public schools	1,131	941	1,476	1,494
Average monthly pay of men	$62 69	$55 64	$42 50	$40 00
Average monthly pay of women				
Teachers in private schools	842	834	707	846
RECEIPTS AND EXPENDITURES.				
Total receipts for public schools	$554,974	$616,878	$678,374	$789,069
Total expenditures for public schools	531,834	531,361	723,826	795,201
SCHOOL FUND.				
Amount of available fund	$1,193,500	.....	.....	.....

a The statistics for these two years are somewhat imperfect, on account of incomplete reports from the six divisions into which the State is divided. Only 4 divisions (in 1870–'71) reported the number of public schools; only 3, full private school statistics; and only 3, the number of school-houses built. In 1871–'72 the fifth division did not report, and the other divisions only incompletely with respect to certain items.

b By the constitution of 1879 changed to 6–18.

TICS OF LOUISIANA—1870-'71 TO 1879-'80.

1874–'75.	1875–'76.	1876–'77.	1877–'78.	1878–'79.	1879–'80.	Increase or decrease since 1878–'79.	Increase or decrease since 1870–'71.
274,688	274,688	266,033	274,406	330,930	273,845	D. 57,085	I. 11,202
74,846	74,307	85,000	83,047	78,528	68,440	D. 10,088	I. 16,004
.....	52,315	54,390	.....	*c*50,248	45,626	D. 4,622	I. 25,039
21,711	.....	20,693	*d*2,688	*d*4,404	.....	.....	.....
473	.....	.....	.....	.....	.....	.....	.....
1,032	.....	1,044	.....	.....	.....	.....	.....
.....	.....	323	.....	.....	.....	.....	.....
35	.....	.....	.....	.....	.....	.....	.....
.....	97	135	*e*80	.....	118	.....	.....
$896,100	$803,062	$736,575	$700,000	.....	.....	.....	.....
.....	.....	306	.....	.....	.....	.....	.....
1,557	1,615	1,507	2,122	1,949	2,025	I. 76	I. 894
$37 00	$31 00	$45 00	*f*$40 00	$27 00	.....	.....	.....
		35 00	*f*37 00	25 00	.....	.....	.....
832	.....	638	.....	247	.....	.....	.....
$699,665	$776,009	$467,368	$546,466	*g*$613,453	$480,320	D.$133,133	D.$74,654
699,665	776,009	*h*369,829	558,231	*h*529,065	.....	.....	.....
.....	$82,921	$82,921	.....	$1,130,867	$1,130,867	.....	D.$62,633

c Estimated.
d Excluding New Orleans.
e In rural Louisiana.
f Exclusive of New Orleans, in which the average salaries are: men, $76.72; women, $39.58.
g Including balance on hand from preceding year.
h Including amount paid on debts of preceding years.

STATE SCHOOL SYSTEM.

OFFICERS.

From 1870 to 1877 the educational officers of the State (under a law conformed to the constitution of 1868) were (1) a State superintendent of public education, elected by the people for 4 years; (2) a division superintendent for each of the 6 divisions into which the State was divided for school purposes, appointed by the governor, with consent of senate, for a term of 3 years, all forming, with the State superintendent, a State board of education to select text books and make regulations for the public schools; (3) boards of school directors,[1] of five or more persons for each parish, except Orleans[2] and Jefferson, appointed by the State board every 2 years for general care of school matters in their parishes; (4) boards of district school directors for each jury ward in each parish, consisting of 3 persons appointed by the parish board every 2 years to visit and report on local schools. In 1877 the division superintendents were dropped, the other officers being continued and the State board being composed of the governor and other State executive officers, with the State superintendent and 2 citizens appointed by the governor for 4 years' terms. From the failure to pass in 1880 an act based on the provisions of the constitution of 1879, the law of 1877, with all the officers provided for under it, holds till the legislative session of 1882, save in the clauses modified by the express words of that constitution. Under these words women are made eligible to any office of control or management created by the school laws of the State.

OTHER FEATURES OF THE SYSTEM.

The constitution of 1868 provided for the admission into the public schools of all children between 6 and 21 years of age, without distinction of race, color, or previous condition of servitude. This still holds good as to the main point of the free education of all of school age, but distinctions are not abolished, and in 1879 the limit of school age was made 18 instead of 21. To maintain the schools, a State tax of 2 mills on the dollar of all taxable property was authorized in 1869, also what further local taxes the directors of each school district might deem necessary for building, hiring, and furnishing school-houses, this tax not to exceed 5 mills on the dollar. By act of March 16, 1870, parishes were to levy an annual tax of 2 mills in addition to the State tax. One year later an act rendered it obligatory for the parish authorities to raise annually a tax of not less than 1 mill on the dollar nor more than 2, for the lease, purchase, furnishing, &c., of school-houses, while in any parish where the board of school directors failed to establish schools within 60 days after their appointment the division superintendent was authorized to establish and maintain them out of the school funds of the parish, city, or town. On April 9, 1873, school boards were empowered to demand of the local authorities the levy of an extra tax for that and succeeding years for the improvement and extension of the school system. The laws of 1877 changed the taxation somewhat: the parish taxes were not to exceed 1 per cent. on the assessed valuation; the special taxes were to be levied by the general assembly; and a poll tax of $1 on all men over 21 was to be levied (only 90 per cent. of this to be used for school purposes). There was also interest on the United States deposit fund and on the school fund to be used for schools. The constitution of 1879 made the following provisions for the support of schools: (1) the proceeds of a State school fund, declared to be $1,130,867, bearing interest at the rate of 4 per cent., to be paid annually to the several townships; (2) a poll tax of $1 to $1.50 on each male over 21, which is to be retained in the parishes where collected; (3) a State tax on property, not to exceed 1 mill on the dollar; (4) a permissible parish tax, which, combined with all other parish taxes, must not make more than 10 mills on the dollar. Elementary, academic, and normal schools were early provided for, but no private institution of learning was to receive any school moneys. The teachers, to be legally employed, must have passed an examination and have received certificates from parish boards. The schools of all grades under this system are to be taught at least twelve weeks of 5 days each, one or more schools to be kept open in each district. All the general exercises of the schools (except in parishes where French predominates) are to be in English. The elementary branches in such parishes may be taught in the French language. No school funds are to be used for sectarian schools.—(School laws and constitutions.)

GENERAL CONDITION.

The very small support provided by the State for its common schools under the constitution of 1879 and the close restriction of local taxation for them proved a serious

[1] The boards may appoint superintendents for their schools, who shall be also ex officio secretaries of their respective boards, but the pay for both offices is not to exceed $200 annually.

[2] For the school officers of New Orleans, see City School Systems, further on.

check to educational progress, and, unless private liberality come to the help of the local school boards, short terms and poorly paid teachers must for some time be the rule. The schools of New Orleans appeared at first to be threatened with extinction by the restrictions of the constitution; but a comparatively liberal appropriation for them on the part of the city administrators saved them and enabled the school authorities to keep them open during a large part of 1879–'80, though the pay of teachers was seriously curtailed.

For the State at large, the statistics of 1880 are too meagre to afford any fair basis of comparison with preceding years, many of the school officers having failed to send in their returns and many treasurers having failed to give official information of the amount of poll tax and other funds collected for the maintenance of public schools. The reduction of the school age by 3 years has naturally reduced the number of enrolled pupils, especially in schools for colored youth, but this may eventually prove an advantage to the ones enrolled, as the smaller the enrolment the further will the slender State funds go in continuing the sessions of the schools that may be held. But the outlook is certainly not an encouraging one on the whole.

GENERAL REVIEW FOR THE TEN YEARS.

In the year 1870–'71 a general reorganization of the whole school work was undertaken. The amended laws were the means of a most encouraging advance during the nine months of the year following. Still, for two years there was considerable trouble in getting full and accurate accounts of educational affairs, owing to the negligence of some of the division superintendents. Those who sent in the reports required by law gave evidence of a large increase in the number of schools in their districts and a corresponding advance in their efficiency. In the four years ending in the latter part of 1872 there were 700 schools established (outside of New Orleans) where none existed before. This was nearly six times as many as were ever in operation in any one year preceding in the history of the State, yet the amount of money expended for them in 1872 was less than half what was expended in 1859. Limited school accommodations were frequently referred to in the earlier years. In the year 1874 the free school system was more prosperous than before. The endeavors to educate white and colored children in the same school met with great resistance in the high schools of New Orleans, but this difficulty was solved by the opening of separate schools for this race throughout the State, and in 1877 it was stated that the colored children attended school in much larger numbers than the white youth; also, that better qualified teachers were provided for them than in former years. In 1877 another reorganization of the school system took place under a new superintendent; the schools were graded; the studies indicated, and the public schools designated as elementary, academic, and normal. Greater proficiency was attained by the pupils as a result, and only the breaking out of yellow fever prevented marked advance. For the normal schools and universities opened during the ten years, see the proper headings.—(State reports.)

AID FROM THE PEABODY FUND.

During the ten years the trustees of this fund have aided the Louisiana schools to the amount of $64,230. While in the earlier years the amounts were distributed among the different towns and to the various districts of New Orleans, in the later years they were given to special schools and normal schools, or, where particularly needed, to certain towns, as formerly. In 1879–'80 there were $4,100 donated from the fund. Of this amount, $2,300 went to the Peabody Normal Seminary (white), $1,300 to the Peabody Normal (colored), $300 to Guion Academy (a graded free public school, to enable it to extend its session to 10 months), and $200 to the Louisiana Journal of Education.—(Reports of the trustees for the different years.)

KINDERGARTEN.

The Kindergarten of Locquet-Leroy Institute, New Orleans, reports regularly. It was established in 1877 and admits pupils between 4 and 7 years of age. Any further information will be found in Table V of the appendix.

CITY SCHOOL SYSTEM.[1]

NEW ORLEANS.

Officers.—A board of 20 directors, of whom 8 were appointed by the former State board of education and 12 elected by the municipal administrators, and a superintendent of schools appointed by the board.

Statistics.—Population, 216,140; youth of school age, 56,947; enrolled in public schools, 17,886; average daily attendance, 15,190; teachers, 407; expenditures, $250,444.

Additional particulars.—Four hundred school rooms, in which pupils are seated for both study and recitation, are reported. Of these 280 were for the primary grade, 118 for the grammar, and 2 for the high school. The number of school days in the year was 208, and 182 were taught. The grounds, buildings, and sites for school property were valued at $567,000, the furniture at $65,000, and the apparatus at $3,000.

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND DEPARTMENT

As early as 1870 opportunity for the training of teachers was found in one normal school and in one normal department.[2] In 1873 another normal department was opened, and in 1877 a school for colored students.

The *Peabody Normal Seminary for Louisiana*, established in New Orleans in 1870, offers a course of professional training to graduates of the city academies or high schools and other institutions. There are junior and senior classes in the normal course, in which branches taught in the elementary schools are reviewed. Lectures are also given on the methods of teaching and disciplining children. A tuition fee of $2 a month is charged in the preparatory department, while the normal department is supported by the Peabody fund.

The *Peabody Normal School for Colored Students*, also at New Orleans, was first opened in 1877. It aims, in a 2 years' normal course, to fit graduates and advanced scholars over 17 years of age for the profession of teaching. A letter from the late superintendent, Hon. R. M. Lusher, to the trustees of the Peabody fund in 1880, states that "these two normal schools have continued their mission of usefulness in providing well qualified and methodical teachers for the State public schools, and that the two model schools, in which their graduates and the senior students have been exercised in practical teaching and discipline, have also been of invaluable assistance to the children taught therein."

The *normal department of Straight University*, New Orleans, dating from 1870, reported 94 students in 1879–'80.

A *normal class* is formed in the last term in New Orleans University every year.

TEACHERS' INSTITUTES.

An act of March 16, 1870, made provision for the holding of teachers' institutes. Four of these were held in the year 1871, the one in New Orleans continuing 3 days. They were said to be not only of benefit to the teachers but to increase the interest in educational matters in every place where they exist. It is not ascertainable whether such meetings were held every year according to the law, but in 1874 the teachers of the second division organized into local teachers' institutes, and although only three or four regular meetings were spoken of they were fruitful in good results. The report of 1876 alludes to 5 of these institutes, 4 of which were permanently established. As the law of 1877 is silent upon this subject, it is thought that these meetings were allowed to die out.—(Laws and State reports.)

EDUCATIONAL JOURNAL.

The Louisiana Journal of Education made its appearance in April, 1879. It is published once a month at New Orleans, and is under the editorship of Hon. Robert M. Lusher, late State superintendent of public instruction. It bids fair to be of great assistance to the teachers of the State with its many valuable items of educational information and articles on right modes of teaching.

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[1] The town of Shreveport has 11,017 inhabitants, but it has not yet reported to this Bureau.

[2] A State Normal School was in existence from 1859 to 1862, and the New Orleans Normal School in 1868–'69. The Peabody Normal Semihary was the successor of this last.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

This grade of school existed in New Orleans from an early day. In 1874 a high school was established at Baton Rouge, and in 1875 such a school was also reported in the parish of Iberville. In 1879 there were 3 public high schools at New Orleans, the central for boys, the central for girls, and one for colored pupils. A 2 years' course of study embraces mathematics, English literature, rhetoric, mental and moral philosophy, natural science, book-keeping, and French. In 1879–'80 there were 9 teachers reported. The enrolment was 267; the average daily attendance, 239.—(State reports and returns.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools for preparing students for college, see Tables IV, VI, VII, and IX of the appendix, and summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Louisiana State University and Agricultural and Mechanical College*, Baton Rouge, was chartered as such January 2, 1877, by the uniting of the Louisiana State Seminary and Military Academy with the Louisiana Agricultural and Mechanical College. The former was chartered in 1855 and went into operation January 2, 1860. The State University was founded on grants of the public lands made in 1806 and 1811 "for the use of a seminary of learning." The Agricultural and Mechanical College was founded under the act of Congress of 1862 donating public lands to education. The former became so burdened with debt that, by a law of 1876, the latter was united with it. The funds of the institution are the Agricultural and Mechanical College fund, $182,313, at 5 per cent; the seminary fund, $136,000, at 4 per cent.; and an annual appropriation of $10,000 from the State, all yielding a yearly income of $24,556. Under the new organization of 1877–'78, there were to be schools of literature, of science, of the useful and fine arts, and of military science and art, of medicine, of law, and such other schools as the supervisors might establish. In December, 1880, four courses were reported, viz, classical and scientific of 5 years each (including 1 year of preparatory teaching) and agricultural and mechanical courses of 3 years each (also including a similar preparatory year). The degrees to be given are bachelor of arts, graduate in agriculture, and graduate in mechanics. There were 49 students at the close of 1880 in the college, and the faculty numbered 13. No female students are admitted and no tuition fees are charged. The institution is non-sectarian, and military discipline (according to act of 1862) is still adhered to.—(Letter of the president and his report to the board of supervisors.)

The other colleges reporting are Jefferson, St. Charles, Centenary, and College of the Immaculate Conception; the universities, Leland, New Orleans, Straight, and the University of Louisiana. All report preparatory and classical courses; 4 (St. Charles, Centenary, Leland, and New Orleans) had scientific departments when last heard from. New Orleans and Straight Universities had normal and theological courses; the former a medical, the latter a legal course. Jefferson College (St. Mary's) and the College of the Immaculate Conception reported commercial departments.

The University of Louisiana, New Orleans, a quasi State institution, but not to be confounded with the State University, was provided for in the constitution of 1845.[1] Its medical department was then in operation; its law department was afterwards organized; and its academical department held its first session in 1878–'79. A non-sectarian institution, it is divided into the following schools: Latin, Greek, English (language, history, and literature), mathematics, physics and mechanics, chemistry, French, German, and a commercial course. The degrees conferred by the academical department are those of B. A. and M. A.

Article 231 of the new constitution makes it the duty of the general assembly to establish in New Orleans a university for the education of persons of color, to provide for its proper government, and to appropriate annually from five to ten thousand dollars for its maintenance and support.—(Catalogues and constitution of 1879.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Leland, New Orleans, and Straight Universities admit women. Statistics of schools especially for this sex are to be found in Table VIII of the appendix.

[1] It is again recognised as a State university in the constitution of 1879, and provision for its support is directed to be made.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Agricultural and Mechanical College connected with the State University at Baton Rouge reports a 3 years' agricultural and mechanical course, including 1 year preparatory. It also has a scientific course, which, with preparatory, amounts to 5 years. These are more fully described under Superior Instruction. Scientific courses appear in 4 others, St. Charles and Centenary Colleges and Leland and New Orleans Universities.

PROFESSIONAL.

Theological instruction is given in a 3 years' course in Straight University, which, organized in 1870 under Congregational influences, reports 35 students for the year 1879–'80. No examination for admission is required. A theological department connected with Leland University (Baptist) had 27 students in the autumn of 1880; in one in New Orleans University (Methodist Episcopal) they were not distinguished from the 200 other students for that year in the only account at hand.—(Return, catalogues, and reports of missionary associations.)

For full statistics of reporting schools, see Table XI of the appendix.

Legal training is given in the law department of Straight University, organized in 1870. Twenty-three law students and 9 graduates were reported in 1879–'80. The course is 2 years of 5 months each and there is no examination for admission. The law department of the University of Louisiana was organized in 1847. The degree of B. L. is conferred on students attending 2 full courses of lectures of 5 months each, or 1 full course after studying twelve months with a counsellor-at-law or in some institution having power to confer the degree of B. L., provided that on examination he is found worthy of the honor.—(Return and report.)

For statistics, see Table XII of the appendix.

The *medical department of the University of Louisiana*, at New Orleans, established in 1835, requires 3 years of study under a regular practitioner, with attendance on 2 full courses of lectures of 20 weeks each year. To graduate, the student must have attended dissections, written a thesis, and passed a satisfactory final examination. The institution is also authorized to grant diplomas in pharmacy.—(Circular of 1879–'80.)

For statistics, see Table XIII of the appendix.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Louisiana Institution for the Deaf and Dumb, Baton Rouge, was opened in 1852. Training is given here in the literary branches usually taught in such schools. Type setting and presswork were taught in 1876, but lack of means prevented the introduction of other employments, and it is not known whether others have been attempted since then. In 1880 there were 43 pupils (23 males and 20 females) in the institution, and at date of December 1, 1880, some 35 pupils remaining. The number of instructors was 3.—(Former reports and American Annals of the Deaf and Dumb, January, 1881.)

EDUCATION OF THE BLIND.

The Louisiana Institution for the Education of the Blind, Baton Rouge, was founded in 1871, although it has only been effectively organized since 1877. Lack of a permanent home adapted to its special work is complained of. The studies are reading, spelling, defining words, point writing, arithmetic, descriptive and physical geography, English grammar and literature, history, algebra, and the elements of astronomy. Only the younger pupils are received into the school; adults are taught broom and mattress making. Music and piano tuning are also taught. Statistics are wanting for 1880.—(Reports.)

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATIONS.

By an act of March 16, 1870, the division superintendents were expected to "encourage and assist at teachers' associations, to be convened four times each year, if practicable, on the last Saturday of some month in each quarter, in each parish or in several parishes united, urging the attendance of the teachers of the same, for the purpose of mutual conference and instruction in their duties." In the year 1871 the State superintendent of public instruction (Hon. Thomas W. Conway) reported that the first germ of a State teachers' association, as auxiliary to teachers' institutes, was found in the second division, where the teachers of two parishes had formed a society for mutual improvement. In the following year a report was made of the first State educational convention which had been held in Louisiana since the war. It com-

menced on the 23d of May, 1872, and continued three days. Many prominent school workers of the State were present as well as those engaged in other departments. Interesting discussions took place and the meeting was considered very successful. No further mention is made of similar meetings, and, like teachers' institutes, they seem to have been neglected of late years.—(Laws and reports.)

CHIEF STATE SCHOOL OFFICER.

Hon. EDWIN H. FAY, *State superintendent of public education, New Orleans.*

[Term, January, 1880, to January, 1884.]

Other superintendents in the ten years have been Hon. Thomas W. Conway, 1868–1872; Hon. Wm. G. Brown, 1872–1876; then Hon. Robert M. Lusher, 1876–1880.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age (4–21).....	225,508	226,751	225,179	225,219	221,477
In summer schools	112,813	118,222	116,750	122,458	117,821
In winter schools	126,147	126,311	128,134	132,333	130,343
Average attendance in summer..	87,290	92,750	92,526	98,744	95,058
Average attendance in winter.	101,177	102,443	103,548	108,478	105,626
Per cent. of average attendance on registration.	79	80	80	81	81
SCHOOL DISTRICTS AND SCHOOLS.					
Towns and plantations in the State.	486	500	500	493	500
Number of these reporting.....	425	460	476	488	486
School districts reported	3,853	3,861	3,967	4,043	3,953
Parts of districts.....	350	310	347	361	368
Districts with graded schools..	420	462	.....	.....	.....
Public school-houses.....	3,917	3,863	4,063	4,199	4,180
Number in good condition.....	2,234	2,279	2,397	2,591	2,689
Number built within the year..	119	121	122	122	104
Cost of those built.....	$117,364	$131,799	$153,695	$150,220	$110,725
Valuation of all school property.	2,488,523	2,644,264	2,939,236	3,079,311	3,019,549
Average time of schools in days.	107	106	112	117	117
TEACHERS AND THEIR PAY.					
Male teachers employed in summer.	119	145	140	161	171
Male teachers employed in winter.	1,801	1,870	1,904	1,928	1,984
Female teachers employed in summer.	3,790	3,959	4,094	4,366	4,436
Female teachers employed in winter.	2,180	2,213	2,327	2,367	2,475
Teachers graduates of normal schools.	264	270	284	294	297
Average pay of men a month, excluding board.	$32 44	$33 17	$34 28	$36 17	$36 96
Average pay of women a month, excluding board.	13 72	14 40	15 16	16 20	17 16
Average cost of board a month.	2 30	2 32	2 31	2 32	2 38
INCOME AND EXPENDITURE.					
Whole receipts for public schools.	$851,369	$868,582	$1,179,712	$1,318,580	$1,313,303
Whole expenditure for them...	858,662	849,278	962,565	1,268,173	1,313,303
STATE SCHOOL FUND.					
Available permanent school fund.	$309,109	$317,902	$319,273	$369,883	$400,558

TICS OF MAINE—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.		Increase or decrease since 1870-'71.	
218,490	217,417	214,797	215,724	214,656	D.	1,068	D.	10,852
126,482	125,455	127,087	125,640	123,729	D.	1,911	I.	10,916
129,103	132,865	132,692	128,880	128,346	D.	534	I.	2,199
99,106	100,992	102,805	101,443	101,554	I.	111	I.	14,264
105,976	107,653	108,940	105,302	104,676	D.	626	I.	3,499
80	80	82	81	82	I.	1	I.	3
511	513	498	498	497	D.	1	I.	11
496	505	487	495	493	D.	2	I.	68
3,972	4,039	4,005	4,053	3,930	D.	123	D.	77
350	354	344	354	353	D.	1	I.	3
4,261	4,222	4,215	4,263	4,309	I.	46	I.	392
2,802	3,014	2,943	2,971	2,859	D.	112	I.	625
86	86	82	70	67	D.	3	D.	52
$164,399	$62,766	$92,746	$72,176	$74,801	I.	$2,625	D.	$42,563
3,005,290	3,022,722	3,063,418	2,947,655	2,995,131	I.	47,476	I.	506,608
118	117	118	121	120	D.	1	I.	13
209	228	274	333	311	D.	22	I.	192
2,351	2,253	2,280	2,325	2,325			I.	524
4,284	4,553	4,540	4,527	4,609	I.	82	I.	819
2,351	2,361	2,389	2,349	2,421	I.	72	I.	241
290	314	334	385	415	I.	30	I.	151
$35 45	$32 76	$32 63	$29 55	$25 57	D.	$3 98	D.	$6 87
17 04	16 56	15 92	15 32	14 28	D.	1 04	I.	56
2 34	2 27	2 20	2 07	1 85	D.	22	D.	45
$1,090,445	$1,067,104	$1,140,914	$1,078,883	$1,047,715	D.	$31,168	I.	$196,353
1,248,762	1,170,668	1,050,709	1,084,691	1,047,681	D.	37,010	I.	$189,019
$400,558	$400,500	$437,987	$437,987	$438,287	I.	$300	I.	$129,178

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, the chief school officer since 1868 has been a superintendent of common schools, appointed by the governor and council for a term of 3 years or during the pleasure of the executive. For each county there was from 1869 to 1872 a county supervisor of public schools, appointed by the governor and council, on the recommendation of the State superintendent, for a 3 years' term. For each town there is either a superintending school committee of 3 members, chosen all together at the first annual town meeting and afterwards one chosen each year to replace an outgoing one, or a supervisor, whose election terminates the offices of all existing members of the committee. For each school district there is a school agent, chosen either by the town or by the district voters at the annual meeting, to look after the school-houses, provide them with fuel and other necessaries, take the census of school children, and engage teachers if this should not be done by the town committee.

OTHER FEATURES OF THE SYSTEM.

The State schools are sustained from the proceeds of a State school fund, of special local funds, of a State tax of 1 mill on $1 of all property and 5 mills on $1 of deposits in savings banks, and of local taxes,[1] which must not be less than 80 cents on each inhabitant. Thus sustained they are not only free to every child 4 to 21 years of age residing in the districts where they are taught, but children between 9 and 15 must be sent to them for at least 12 weeks in each year, unless excused for cause or instructed elsewhere. Still further to secure attendance, manufacturers are forbidden to employ children without a certificate under oath from the teacher of such children that they have attended school from 3 to 4 months of the preceding year. Persons proposing to teach in any public school must present a certificate of qualification from the school officer or officers by whom they have been examined, and then, before receiving pay for teaching, must deposit with the school committee, or its agent, a school register properly filled up and signed. Only the common English branches of study are required to be taught, but free high schools for higher branches are provided for, and any city or town is allowed to make annual provision for free instruction in industrial or mechanical drawing for persons over 15 years of age.

CHANGES IN THE SYSTEM.

In 1870 a law was passed authorizing towns to abolish the school districts and conduct the schools on the township plan, but it does not seem to have been extensively acted on, the district system still largely prevailing. In the same year 5½ days were made the legal school week and 4 such weeks the school month, a rule which still held in 1880. Towns, cities, and plantations were also empowered to raise money by taxation to purchase school books for their schools, either loaning them to the pupils for use or furnishing them at cost. In 1871 the provision above noticed for introducing drawing into town or city schools was made; town committees were authorized to sign (and thus make valid for their schools) a certificate of qualification for teaching given by a normal school, a county supervisor, or the State superintendent; towns, too, were allowed to decide by vote whether the town committee or district agents should employ the teachers. In 1872 the law of 1869 establishing county supervision of schools was repealed, and the still existing tax rates of 1 mill on the dollar of all property and 5 mills on the dollar of all deposits in savings banks throughout the State, with 80 cents for each inhabitant of cities, towns, and plantations, were adopted for the support of schools. In 1873 there came a law for aiding free high schools established in the towns to the extent of one-half the amount expended for instruction in them, not, however, to exceed $500 annually to any town—a law which, in the political convulsions of 1879, was suspended for a year and then reënacted, with a reduction of the State aid by one-half and with a prohibition of teaching ancient or foreign languages at State expense, except where the high school forms part of a graded school system. In 1875 the compulsory law requiring at least 3 months' attendance from every unexcused child between 9 and 15 years of age was passed; but teachers' institutes were abolished, after an existence dating first from 1847 to 1860, and again from 1869 to 1875. Since 1875 no noteworthy changes have been made; however, acts were passed for the establishment of a training school for teachers in the Madawaska territory in 1878 and of a third State normal school at Gorham in 1879; the free high school act was temporarily suspended and then subsequently changed, as above noted, and the law for securing to children the benefits of at least elementary instruction was improved.

[1] These taxes are imperative; failure to raise the 80 cents on each inhabitant is visited with a penalty of two to four times the amount of deficiency, and the State apportionment is withheld from the failing district. Other taxes, for graded schools, for free high schools, for libraries and apparatus, and for purchase and supply of free text books to pupils, are optional. The tax of 80 cents on each inhabitant is a reduction from $1 in 1872, made possible by the 1 mill State tax and tax on savings banks imposed that year.

GENERAL CONDITION.

By comparison of 1879–'80 with the preceding year there may be seen a decrease of 1,068 in the number of youth to be instructed and a still greater decrease in the public school enrolment; but the ratio of average attendance to registration rose 1 per cent. The school districts reported fell off by 123. School-houses, some being taken down and 67 new ones built, were 46 more in number, but 112 less were reported in good condition. The number of male teachers fell off, that of female teachers somewhat increased, and the pay of teachers was considerably reduced. There was also a decrease of $31,168 in receipts for public schools and of $37,010 in expenditures. Everything tends to show that the gradual diminution in the population and resources of the State is telling on the general condition of the schools.

RÉSUMÉ FOR TEN YEARS.

The first two years of the ten under review had the benefit of the county supervision established in 1869 and of the teachers' institutes reëstablished in that year; both these, with the aid of an active superintendent, showed their effects in a steadily increasing enrolment in the schools, in a better and larger average attendance, in more judicious arrangement of school classes, in the building and renewing of very many school-houses, and, it is said, in a considerable improvement of the teaching in the schools. And when, in 1872, the supervisorship and institutes were both abolished in the interest of a false economy and of some ignorant opposition to new ways, the benefit resulting from an increase of current school funds (through the 1 mill tax on property and 5 mills on the dollar of all savings in the banks, permitting an increase of teachers' pay) did much to counterbalance the evils that might otherwise have come from the destruction of the former agencies for good. But money, without close local supervision and means of training the great mass of teachers for good work, was insufficient to keep up the progress that was being made in the rural schools, though those in villages and cities continued to improve. The free high school act of 1873, however, when once its machinery was put into good working order, imparted a new stimulus to education in the lower schools by giving intelligent and studious youth a prospect of promotion at the end of the ordinary school course. And thus, notwithstanding the great check in 1879 and a decrease of 10,852 in youth entitled to free schooling, we find in the ten years an increase of about 11,000 in public school enrolment, of about 15,000 in average attendance, of 456 in the number of public school-houses, of 625 in the number of these in good condition, and of $506,608 in the estimated value of school property.

KINDERGÄRTEN.

In 1874, from the large number of young children entering the lowest primary classes in Lewiston, it was thought expedient to prepare these for full subsequent school work by Kindergarten training. Two classes were formed accordingly, and were found so useful that they have been since continued, one of them giving an opportunity for training young ladies of the city normal practice school in Kindergarten methods. There were 2 semi-Kindergärten in the school system of the same city in 1877, but they are not noticed in later reports. A Kindergarten was also reported in 1878 at Biddeford, but could not be found the next year.

CITY SCHOOL SYSTEMS.

OFFICERS.

No uniform rule respecting these prevails in Maine. Augusta had in 1880 the supervisor who is allowed by the State law in place of a superintending school committee. Biddeford had the regular superintending committee of 3 persons, one being subject to change each year; Bangor, one of 5, with a school agent; Lewiston, one of 14, with a superintendent; Portland, one of 7, representing the 7 city wards, with the mayor as chairman ex officio, and a superintendent; other cities, in their latest reports, show still other variations.

STATISTICS.[a]

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Auburn	9,556	3,078	2,500	1,376	40	$17,185
Augusta	8,608	2,233	1,195	993	39	19,057
Bangor	16,857	5,479	3,150	2,426	71	28,522
Bath	7,875	3,100	1,966	836	37	17,941
Biddeford	12,652	3,911	1,862	1,129	33	17,547
Lewiston	19,063	5,974	3,149	2,043	71	32,444
Portland	33,810	10,660	6,758	4,347	78	94,144
Rockland	7,589	2,164	1,419	1,143	31	11,147

[a] The figures, except for population, are for 1879–'80, and as far as may be from returns and the tables of the State report.

ADDITIONAL PARTICULARS.

Auburn reports 35 public school buildings, with 58 rooms and 3,400 sittings for study, all valued, with sites, furniture, and apparatus, at $143,000. The schools are classified as primary, grammar, and high. One new school-house was built during the year at a cost of $1,959.—(State report and return.)

Augusta, though the State capital, had what the supervisor called in 1880 "a vicious system" of city and country district schools, the former graded as primary, grammar, and high; the district schools having very slender connection with the others and little pride in themselves, though the districts number 27, each with its school agent. Yet his report of these last shows that good work has been done in several of the schools and excellent work in some.—(City report.)

Bangor, besides the 3,120 in its public schools, reports 3,210 in private and parochial schools. Those of the city occupied 35 buildings, generally in good condition, and with 61 rooms for both study and recitation; valuation of them in a return, $70,000; in State report, $150,000. The classification is primary, intermediate, grammar, and high, with ungraded suburban schools. The teaching is said to have been generally very good, the high school supplying many of the teachers and doing its work so well that 9 of its graduates entering Yale, Harvard, Bowdoin, and Colby were admitted without conditions.—(Return and city school report.)

Bath reported to the State superintendent 16 school buildings, all in good condition, and rated, with grounds, furniture, and apparatus, at $50,000.—(State report.)

Biddeford had 21 school buildings, including 20 rooms for primary classes, 5 for intermediate, 5 for grammar, and 3 for high, all affording 1,700 seats, besides those of an additional high school room for recitation only. Estimated enrolment in private and parochial schools, 200.—(Return.)

Lewiston, under the superintendency of a former State school agent of Massachusetts, reported 1 high school, with 5 teachers; 1 grammar school, with 10; 9 intermediate, each with 1 teacher; 25 primary, with 29; an ungraded school, with 1 male teacher; 15 rural schools, with as many female teachers; a singing master and a normal practice teacher; in all, 52 schools, with 4 male and 67 female teachers. The school-houses numbered 28, valued at $180,000. A diminished attendance of 271, notwithstanding an increase of 144 in the number entitled to free schooling, is accounted for partly by the greater demand for juvenile labor and partly by a growing disposition on the part of the numerous French Canadians to have their children taught in a French school under a priest of their own faith. The instruction in the city schools is said to have been generally excellent, most of the new teachers for ten years past consisting of graduates of the city high school, who have spent a year after their graduation in a practice school under the instruction and supervision of a highly qualified lady. This practice school includes the elements of Kindergarten training, 2 Kindergarten classes having been maintained by the city since 1874. Free evening classes were opened November 24, 1879, and continued till April 1, meeting a need that has existed for several years. The enrolment was 242; the average attendance, 130.—(City report, 1879-'80.)

Portland, grading its schools as primary, grammar, and high, housed them in 15 buildings (one of them built within the year), containing 101 rooms for study and recitation under 1 teacher, 13 under 2 teachers, and 15 for recitation only, all affording 5,981 seats for study and valued, with sites, &c., at $350,000. Music, drawing, and penmanship were taught by specialists, and the city school for deaf pupils had also 3 special teachers, who used the articulation method. A city practice school for the training of teachers is maintained.—(Report of 1879 and return for 1880.)

Rockland appears to have had the instruction of its children entirely under its own control, reporting no enrolment in either private or parochial schools. For its public schools it had 11 buildings, with about 1,700 sittings. Only 4 of these buildings, however, were said to be in good condition. The schools were classed as primary, grammar, and high, and were under a school committee with no superintendent.—(State report and return.)

TRAINING OF TEACHERS.

STATE NORMAL AND TRAINING SCHOOLS.

Strictly speaking, there are only 3 institutions known as State normal schools, two of them in the western part of the State, at Farmington and Gorham, first opened in 1864 and 1879, and one in the eastern part, opened at Castine in 1867. But besides these, normal departments at the Maine Central Institute, Pittsfield, and at Oak Grove Seminary, Vassalboro', have been aided by the State since 1871; and in 1878 a training school for teachers was opened under State authority among the Acadian French of the Madawaska territory in the remote northeast. All these are subject to the general direction of a State board of normal school trustees, composed of 5 members appointed by the governor and council for terms of 3 years, with the governor and State superintendent of common schools as ex officio members.[1]

[1] In each case the town in which a normal school is situated furnishes the necessary grounds and buildings without expense to the State.

The State schools at Farmington and Castine have had courses of two years each; that at Gorham began with a one year's course and maintained it in 1880. The auxiliary normal departments at Pittsfield and Vassalboro' have three years' courses. The Madawaska school grants diplomas after one year of study and the passing of a satisfactory examination. In the first 5 the attendance of normal students for 1879–'80 was 644; the number graduated, 147. The Madawaska school had an attendance of 96 pupils[1] in its two sessions at Fort Kent and two at Van Buren, but apparently no graduates, though its work is said to have greatly improved the schools of the region in which it operates.—(State reports for 1876, 1879, and 1880.)

OTHER NORMAL TRAINING.

Portland and Lewiston have, as before mentioned, practice schools for training graduates of their high schools who desire to teach. The course in each appears to require a year. At Lewiston 8 were under training in 1879–'80; at Portland 13 in 1878–'79.

TEACHERS' INSTITUTES.

Teachers' institutes, abandoned in 1875 from lack of attendance and interest on the part of those for whose improvement they were designed, had not been reëstablished up to 1880.

EDUCATIONAL JOURNAL.

The Maine Journal of Education—successor from 1867 to 1875 of such preceding papers as the Scholars' Leaf, the Common School Advocate, the Maine Teacher, and the Maine Normal—was in the latter of those years absorbed, with other educational papers of the New England States, in the New-England Journal of Education, in which the State has still a department, usually cared for by the State superintendent.

SECONDARY INSTRUCTION.

FREE HIGH SCHOOLS.

The act of 1873, which proffered State aid not to exceed $500 annually to each town that should have established and maintained a free high school for at least 10 weeks in any year, developed in the first year after its passage 150 such schools in 134 towns and districts, with a total enrolment of 10,286 pupils. The number of both schools and pupils was subsequently increased and a great impulse given to secondary training. The suspension of the act from February 27, 1879, to February 28, 1880, cut off for that year the State aid which had been offered and broke up very many of the schools. When its operation was renewed the State aid was reduced from $500, the former maximum, to $250 annually. Hence only 86 towns sustained such schools during the remainder of that school year, the teachers in them numbering 385, the pupils registered 6,215, the average attendance 5,192. The State expenditure for these schools was only $13,813; that of the towns and districts aided, $54,459.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools especially devoted to preparing students for college, see Tables IV, VI, and VII of the appendix. For summaries of the statistics of each class of schools, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Excluding the State Agricultural College, to be found under Scientific Instruction, further on, there are only 3 institutions of this class in the State: (1) *Bowdoin College*, Brunswick, chartered under that title in 1794, in honor of Governor James Bowdoin, of Massachusetts; (2) *Colby University*, Waterville, chartered as the Maine Literary and Theological Institution in 1813 and as Waterville College in 1820; (3) *Bates College*, Lewiston, chartered as the Maine State Seminary in 1855 and under its present title in 1864, in honor of Hon. Benjamin E. Bates, of Boston, a liberal benefactor. The first is under Congregational influences; the second under regular Baptist; the third, Free Baptist. The latter 2 admit both sexes to collegiate privileges, Bates having done so from the beginning, leading the New England colleges in this respect, while Colby has done it since 1871. All have had high standards throughout the past ten years. Bowdoin began with a division of its course into classical and scientific and closed with a readjustment which made the regular course again a single one, giving large place to scientific studies and after the second year allowing a liberal range of electives, with much attention to modern languages. A 4 years' course in engineering will hereafter be rewarded with the degree of B. S.; the regular

[1] These are the figures in the State report, p. 68. A return says 32 normal pupils, 20 others.

course, except for those who entered as scientific students, with that of B. A. Arrangements for post graduate instruction have existed for some years. A new plan of admitting students, resembling somewhat that of Michigan University but with more guards upon it, was also adopted. Considerable additions to its funds were made by generous benefactors in 1880. Bates and Colby have maintained throughout the ten years only one course, that leading to the B. A. degree, Colby allowing also students who desire it to take specially selected partial courses. At Bowdoin in 1870–'71 the collegiate faculty numbered 9; at Colby, 7; at Bates, 8; in 1879–'80, at the first, 13; at the second, 8; at the third, 7. Collegiate students in 1870–'71 numbered 128 at Bowdoin, 52 at Colby, and 78 at Bates; in 1879–'80, 149 at Bowdoin, 157 at Colby, and 141 at Bates.—(Reports and returns.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of any such schools reporting for 1879–'80, see Table VIII of the appendix; for a summary of their statistics, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Maine State College of Agriculture and the Mechanic Arts*, Orono, chartered in 1863 and partially organized in 1868, has been the special agency for this form of instruction in the State. In 1870 it presented but one course, though this had the elements of several. In 1871 came 4 courses: agriculture, civil engineering, mechanical engineering, and one composed of several elective studies. In 1874 a course in chemistry was added, and in 1876 one in science and literature, the former elective course spreading out meantime into several allowed courses of that class, which are still continued, but which lead to no degrees. The regular courses, numbering 5 in 1880, are of 4 years; the special may be shorter. The college seems to have been open to young women from the first, though very few feminine names appear upon its lists. Faculty of instruction, 11 in 1870–'71 and 8 in 1879–'80; students in the former year, 31; in the latter, 102, including 4 special and 2 graduate students.—(Reports from 1870–'71 to 1879–'80.)

Bowdoin College, which in 1870–'71 instituted a separate scientific course, dropped this in 1880, embracing, however, in its reconstructed regular course a fair amount of scientific study, with considerable freedom of choice.—(Report of 1880–'81.)

PROFESSIONAL.

Theological instruction in 3 years' courses was given in 1879–'80, as previously, at the Bangor Theological Seminary, Bangor (Trinitarian Congregational), under 5 instructors, and at the theological school of Bates College, Lewiston (Free Baptist), under the same number. Both aim to have college bred students and require a preliminary examination when others present themselves. At Bates there is an English course, as well as one that embraces Hebrew and New Testament Greek. Students in 1879–'80 at Bangor, 28; at the Bates school, 18.—(Reports and return.)

No *law* school appears in 1879–'80.

Medical training after the "regular" form is given in the Medical School of Maine, at Brunswick, a department of Bowdoin College there, and at the Portland School for Medical Instruction, Portland. The former requires a good English education, 3 years of study under a regular practitioner, and attendance on 2 courses of lectures of at least 16 weeks each, with a thesis and satisfactory final examination, which last, however, may be partially anticipated by an examination in certain specified studies at the close of the first lecture course. The Portland school does not confer degrees, but aims to furnish a much higher grade of preliminary instruction in medical science than can, in any ordinary circumstances, be obtained under a private instructor. It, like the other, requires for entrance a good English education, and also some knowledge of Latin and natural science. The faculty of instruction in the Brunswick school appears to have consisted of 9 professors in 1880, under whom were 98 students for the session of 1879–'80. At the Portland school the faculty numbered 11; the students, 16.—(Reports and return.)

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES, BLIND, AND FEEBLE-MINDED.

The Portland School for the Deaf continued in 1879–'80 the only institution in the State for the training of any of these classes, the blind and feeble-minded being provided for in other States. In this school, which was established in 1876 and forms a part of the city system, instruction was given in the articulation method in 1879–'80 by 3 special teachers (all females) to 20 pupils, some of them from other parts of the State. The work done and the beneficial effects of it on the pupils are spoken of by the city school authorities in terms of high praise.—(Return for 1879–'80 and report for 1879.)

EDUCATION OF ORPHANS.

In Bangor, Lewiston, and Portland, at least, perhaps in other cities of the State, are orphan asylums or homes in which children are trained in the elements of an English education, as well as in such household industries as may prepare them for future self support. There were reported in 1879–'80 in such homes or asylums 387 children, under 13 instructors.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Maine State Reform School*, Cape Elizabeth, receives boys from 8 to 16 committed to it for minor crimes and endeavors to train them in the principles of morality, in the branches of a fair common school education, and in such work as farming, gardening, baking, cane seating of chairs, &c., with a view to making them productive industrialists. It received 44 inmates in 1879–'80 and discharged 46, leaving 120 on its roll. The whole number since its first establishment in 1850 was 1,653.—(Past reports and return for 1880.)

The *Maine Industrial School for Girls*, Hallowell, which reported 34 upon its roll at the close of 1879 and 35 at the close of 1880, averaged during the year 34 under training in school studies and household industries. Its aims are essentially the same with those of the reform school above noticed, only most of its inmates are girls in danger of falling into vice and crime rather than real criminals.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATIONS.

The State Teachers' Association, which has existed since 1859, has been for some years endeavoring to organize itself on a more strictly professional basis. In April, 1880, a call was issued for a meeting to be held May 6 and 7, at Waterville, with a view to effecting this more fully. A plan for such an organization was presented with the call for the meeting, this plan being that the Educational Association and the Teachers' Association should merge themselves in a newly organized one to embrace two classes only. The first of these was to consist of (1) college graduates or instructors; (2) principals of normal schools; (3) principals of secondary schools; (4) principals of high schools in towns having a complete system of graded schools; (5) persons recommended for admission by an advisory committee of 7 members appointed by the association, a sine qua non in the case of such persons, as of the others, being ten years' experience in teaching. The second class was to include (1) teachers lacking only the requisite experience for eligibility to the first class; (2) graduates of normal schools; (3) graduates of high schools and other secondary schools which certify, by a diploma, the completion of a course of at least 3 years, a year's successful experience in teaching to come after graduation in this case; (4) non-graduates with 3 years' successful experience in teaching in schools not lower than the grammar grade; (5) any other teachers of 3 years' successful experience in teaching who should be recommended by the committee.

It was further stated that all members of the association and those proposing to become such would be expected to read professional works treating of the history, the principles, and the methods of education, and of the school system and school laws of Maine, and that, in considering applications for membership, this condition would be especially emphasized.

Singularly enough, no account of this meeting or of its results has since appeared in any journal coming to the Bureau; but as the State report for 1880 says that in May of the year 1880 a new State association was organized under the name of the Maine Pedagogical Society, it is taken for granted that this was the outcome of the deliberations at Waterville. It is supposed that the State Teachers' Association was merged in this, according to the proposed plan, the features of which are embodied in the constitution of the new society; although the same page of the State report tells of two interesting and fully attended meetings of the Pedagogical Society "in connection with the older State Educational Association."

The new society proposes to devote itself to the consideration and discussion of all questions relating to the organization and government of schools, methods of instruction, professional standards, and the principles which should control the policy and legislation of the State in respect to education.

CHIEF STATE SCHOOL OFFICER.

Hon. N. A. LUCE, *State superintendent of common schools, Augusta.*

[Term, February 6, 1880, to apparently the same date, 1883.]

Preceding superintendents in the ten years have been Hon. Warren Johnson, first appointed in 1868, and twice successively reappointed for terms of 3 years each, resigning towards the latter part of his third term, in 1876; Hon. William J. Corthell, October, 1876, to December 31, 1878; Hon. N. A. Luce, December 31, 1878, to April 16, 1879; Hon. E. R. Morris, April 16, 1879, to February 6, 1880.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age (5–20) *a*	276,120	276,120	276,120	276,120	276,120
Enrolled in public schools	115,683	114,974	130,324	135,874	142,992
Average daily attendance	56,435	55,168	59,001	65,168	69,259
Colored pupils enrolled	.....	.....	14,171	18,464	22,469
SCHOOLS AND SCHOOL-HOUSES.					
Schools in operation	1,509	1,520	1,742	1,802	1,846
Average duration in days	183	184	183	.....	187
Schools for colored children	.....	.....	225	260	322
TEACHERS AND THEIR PAY.					
Men teaching in public schools	1,020	.....	1,079	.....	1,129
Women teaching in public schools	1,249	.....	1,476	.....	1,594
Total number of teachers	2,269	2,333	2,555	2,689	2,723
Teachers in colored schools	.....	.....	.....	331	392
Average monthly pay of teachers	$45 83	.....	$39 86	.....	$41 73
RECEIPTS AND EXPENDITURE.					
Total receipts for public schools	$1,231,622	.....	$1,398,608	$1,338,908	$1,376,046
Total expenditure for public schools	1,214,729	$1,238,101	1,354,066	1,462,891	1,641,047
SCHOOL FUND.					
Permanent school fund	$315,370	.....	$315,370	$350,370	$350,370

a Census of 1870.

TICS OF MARYLAND—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
276,120	276,120	276,120	276,120	276,120	.....	.....
146,198	150,276	156,274	165,486	162,431	D. 3,055	I. 46,748
73,069	75,726	81,829	84,245	85,778	I. 1,533	I. 29,343
23,083	b25,644	26,216	27,457	28,221	I. 764	.....
1,872	1,956	1,989	2,009	2,044	I. 35	I. 535
182	184	182	189	.....	.....	.....
320	344	372	391	399	I. 8	.....
.....	.....	1,295	1,280	1,330	I. 50	I. 310
.....	.....	1,776	1,811	1,795	D. 16	I. 546
2,850	2,906	3,071	3,091	3,125	I. 34	I. 856
407	441	472	491	508	I. 17	.....
$41 65	$41 95	$40 43	$43 49	$41 06	D. $2 43	D. $4 77
$1,633,490	$1,637,583	$1,540,861	$1,611,769	$1,483,862	D. $127,907	I. $252,240
1,623,349	1,637,583	1,593,260	1,551,558	1,544,366	D. 7,192	I. 329,637
$906,229	$906,229	$906,229	$906,229	$906,229	.....	I. $590,859

b The Baltimore statistics are for 14 months.

STATE SCHOOL SYSTEM.

OFFICERS.

A State board of education has general care and supervision of public education. The principal of the State Normal School is a member and the executive officer of the board and ex officio State superintendent of public instruction.

County educational affairs are under the control of boards of county school commissioners, numbering 3 members in counties having less than 100 schools, appointed for 3 years by judges of the circuit courts. District school affairs are under the management of boards of district school trustees of 3 persons, appointed annually by the county school commissioners. The county board elects a person not a member to serve as its secretary, treasurer, and examiner.

OTHER FEATURES OF THE SYSTEM.

The funds for public schools are derived from the income of a public school fund, from a State school tax of 10 cents on the $100, and, when these are not sufficient, from county taxes not to exceed 10 cents on $100 of property, unless the county commissioners approve a higher rate. The system embraces primary, grammar, and high schools, a State normal school, and teachers' institutes. District libraries are encouraged by an appropriation of $10 a year to each district that is willing to raise an equal amount for the purpose; and district, county, and State teachers' associations are recommended by the school law as important means of elevating the standard of public education. One or more schools, free to white youth 6 to 21, must be taught in each district, for 10 months in each year if possible; and if in any county the term be less than 7 months that county forfeits its share of the public funds. Free public schools for colored children 6 to 20 years old must be established in each election district and kept open as long as the other public schools of the county, provided the average attendance at each be not less than 15 pupils. They are under the supervision of special boards of school trustees appointed by the boards of county school commissioners, are subject to the same laws as schools for white children, and furnish instruction in the same branches. All the school taxes paid by colored people go to support their schools, as well as an appropriation of $100,000 from the proceeds of the State school tax. Teachers are required to make quarterly reports of school statistics to county school commissioners, the penalty for failure being forfeiture of pay, and county commissioners must make annual report to the State board of education. A teacher cannot be legally employed in a public school unless he has a certificate of qualification from the county examiner, the principal of the State Normal School, or the State board of education, or a diploma as graduate of the State Normal School.—(State school laws, 1874.)

RÉSUMÉ OF THE SCHOOL SYSTEM FOR TEN YEARS.

Since 1870 no essential change has been made in the school law; slight additions and amendments were introduced in 1872 and 1874 which made the machinery work more smoothly, but the organic law was substantially unaltered during the decade. The income of the white schools, however, was seriously affected in 1878 by a provision of law making the $100,000 appropriated for colored schools payable out of the tax (10 cents on $100) which was imposed in 1878 for the benefit of white schools exclusively. With this exception the public school system has had 10 years' trial under very favorable circumstances—encouragement from the legislature, sympathy from the people, and careful supervision by the various boards of direction.

Comparing the statistics of 1879–'80 with those of 1870–'71, we find an increase in enrolment and average attendance, in the number of schools and teachers, in the amount of money received and expended for public schools, and in the amount of school fund, the only item showing decrease being that of teachers' pay. A similar comparison of the county school statistics, excluding Baltimore, shows that while the population has increased about 17¼ per cent. since 1870, the number of children enrolled in public schools was 47¼ per cent. greater, the expenditure for public schools only 21 per cent. greater, and the cost per capita on enrolment 18 per cent. less.—(State report, 1880.)

GENERAL CONDITION.

The statistics of 1879–'80 show a decrease in the number of pupils enrolled in public schools, an increase in the average daily attendance, in the number of schools taught, and in that of teachers; with a decrease in the pay of teachers and in the receipts and expenditure for public schools. No comparison can be made as to the number of youth of school age, for the reason that a census of school population is taken only once in 10 years and that for 1880 has not been reported. Great improvement in the schools is not expected until public sentiment shall justify a larger expenditure of

money for them; while at the same time it is believed that much good would result from a more rigorous execution of the school law in certain particulars, among others in respect to the supervision and grading of the schools and the holding of teachers' institutes.

KINDERGÄRTEN.

The first Kindergarten in this State appears to have been established in 1872 by Mrs. Wilhelmine O'Donnell, at Mount Vernon Place, Baltimore; the second, by Mrs. E. Otis Williams, 190 North Eutaw street, in the same city. The latter still continued in 1879 at 206 North Howard street, and there are 2 others. For any reporting statistics of 1879–'80, see Table V of the appendix.

CITY SCHOOL SYSTEM OF BALTIMORE.

OFFICERS.

The Baltimore public schools were still in 1880 under the control of a board of commissioners of 20 members elected by the city council for 4 years, one-fourth going out each year, the board electing a president, secretary, superintendent, and assistant superintendent.

STATISTICS.[1]

The population, according to the census of 1880, is 332,190; youth of school age, 86,961; number enrolled, 48,066; average attendance, 29,961; number of teachers, 822; expenditure, $617,153.

ADDITIONAL PARTICULARS.

Baltimore reports 125 schools under the supervision of the board, viz: Baltimore City College, 2 high schools for girls, 38 grammar, 59 primary, 5 English-German, and 14 colored day schools, 1 white and 4 colored evening schools, and 1 normal school. Of the total number attending (36,337), 236 were non-residents, 12,496 were pay pupils, and 23,841 free; 4,920 were colored and 31,417 white. Of the teachers employed, 104 were men and 718 women; 634 were educated at high schools or academies, 88 at normal schools, and 38 at colleges or universities.

Substantial progress was made in the work of the schools during 1879–'80, though there was not the usual annual increase in the number of pupils, and the attendance was not so satisfactory as during the previous year. Special attention was given to the primary and grammar grades, only about 4 per cent. of the pupils ever passing beyond the latter. The grammar schools made considerable progress during the year; the primary improved in attendance, methods of instruction, character of the work accomplished, discipline, the inculcation of habits of study, punctuality, neatness, and morality. Music, drawing, and German form a part of the course of study. Music and drawing are taught by regular and special teachers; music in the primary and grammar and high schools for girls, and drawing in all the schools. The colored schools give the same grade of instruction as those for whites; the houses for them are as comfortable, and there is no discrimination against them. The 5 evening schools taught during the early part of the year were not reopened in October, partly from a lack of funds and also because it was thought the results had not been commensurate with the cost. Baltimore City College (the high school for boys) had 560 pupils, with 13 teachers. The graduating class increases every year, showing that the addition of a year to the course has not made it less popular. Pupils are prepared here for admission to Johns Hopkins University. The two girls' high schools had 846 pupils under 22 teachers. The Saturday normal class was suspended in order to give time and opportunity to reconstruct it on a new basis.—(Report, 1879–'80.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The Maryland State Normal School, Baltimore, organized in 1866, had its 200 free seats filled during 1879–'80, the total enrolment being 251, of whom 222 were men and 29 women, besides 25 teachers who attended a special summer class. Every county in the State was represented, some by more, others by fewer than the legal quota, which is fixed by the representation of each county in the State legislature. Students must file a declaration that their object in entering is to qualify themselves to teach in the public schools of the State; and if they fail to engage in teaching, as pledged, they forfeit $30 for each session they have attended. This normal has sent nearly 600

[1] Except in Baltimore, the school statistics of Maryland cities are not reported apart from those of the counties.

teachers into the public schools, and two-thirds of them are still in the service. The graduates in 1879–'80 numbered 45, of whom all but 5 engaged in teaching. Besides the annual appropriation of $15,000 the school received in 1879–'80 $1,000 for the repair of its building.— (State report and return.)

OTHER NORMAL SCHOOLS.

The Baltimore Colored Normal School, organized in 1864 and in 1879 having 50 normal students, sends no report for 1880.

A normal Kindergarten training school was opened in September, 1879, by Anna W. Barnard, and had 4 students during the year, all of whom were graduated, the course of study covering only one year.— (Return.)

TEACHERS' INSTITUTES.

According to the school law a normal institute for teachers must be held in each county every year and continue in session 5 days. The report of the board of education gives no information regarding the institute work in 1879–'80 beyond mentioning that in Baltimore County the interest in institutes, associations, and normal classes was reviving, and that many who never before gave them a thought were beginning to realize their importance as valuable helps in the every day work of the school room. No institute was held in Kent County, but there were 5 well attended meetings of the teachers' county association.— (State report.)

EDUCATIONAL JOURNAL.

The Maryland School Journal, established September, 1874, and edited by the State superintendent, appears to have ceased with the end of the sixth volume, June, 1880.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

It is the duty of county school commissioners to establish high schools when buildings for the purpose are presented by districts, "if in their judgment there be any necessity therefor." The number in operation does not appear, but the report of the board of education gives that of public school pupils in the various counties who are pursuing studies above those of the common school grades as follows: In book-keeping, 961; algebra, 2,877; philosophy, 2,054; geometry, 1,353; physiology, 2,207; Latin, 701; Greek, 17; French, 61; German, 608; botany, 25. Besides these, there were in Baltimore attending the 2 high schools for girls and the city college a total of 1,406 pupils, of whom 112 were graduated in the regular courses and 17 in the one year's course of the college. In the girls' high schools the number of studies was reduced with advantage, the committee and the superintendent believing that the pressure was too great for the health of the pupils. The same trouble exists in the city college, and similar action will probably be taken with reference to the course there.

OTHER SECONDARY SCHOOLS.

Of 18 academies receiving donations from public funds, 13 report to the State board of education an attendance of 628 pupils under 27 teachers. Thirty of the pupils studied Greek; 133, Latin; 27, French; 16, German; 95, algebra; 64, geometry; 22, trigonometry; 67, natural philosophy; 18, chemistry; 63, physiology; 17, botany; 41, rhetoric; and 36, English literature.

For statistics of these and other academic schools reporting, also of business colleges and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and summaries in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Four of the 8 colleges and universities reporting for 1879–'80, viz, St. John's College, Annapolis; Washington College, Chestertown; Frederick College, Frederick; and Western Maryland College, Westminster, receive annual donations from the State, which amounted in 1879–'80 to a total of $33,800. In return for this assistance the colleges issue an aggregate of 143 free scholarships (including tuition, board, and other expenses) to students who are selected by the county boards of commissioners after a competitive examination. Holders of these scholarships must pledge themselves to teach school in the State for 2 years after graduation. All the colleges above men-

tioned are non-sectarian, except Western Maryland College, which is under the influence of the Methodist Protestant Church. This is also the only one of the 4 which admits young women as well as men. Of the remaining 4 institutions, viz, Johns Hopkins University and Loyola College, Baltimore, and Rock Hill and St. Charles Colleges, at Ellicott City, all are under the management of the Roman Catholic Church except the first, which is non-sectarian. That university, being devoted principally to the needs of graduate students and specialists of high acquirements, is the only one of the 8 that makes no provision for preparatory instruction, a number of them beginning as low as grammar grades. All have classical courses, one adds a scientific course, and 2 have commercial courses; nearly all give instruction in French and German, 2 adding music, and 1 also drawing and painting.

Johns Hopkins University, organized in 1876 (the only one of the collegiate institutions referred to which was opened during the last decade), completed in October, 1880, its fourth year of instruction, having had during that time a total of 475 students, of whom 254 were graduates of other colleges and 221 were undergraduates. The number attending in 1879–'80 (159) comprised 80 undergraduates and 79 graduates (including fellows), all taught by 33 professors and assistants. Students are divided into 2 classes, collegiate and university. For the former there is a rigid matriculation examination, after which a liberal choice is allowed among the studies usually pursued at college, and when one of the linguistic, scientific, or philosophical courses has been prosecuted for at least three years, a student is entitled to be examined for the degree of A. B. University students are those who have already received a collegiate training here or elsewhere and desire to prosecute advanced courses of literary and scientific work. While encouraged by personal counsel and the use of libraries and laboratories, &c., 20 fellowships, valued at $500 each, are annually awarded to this class of students. In addition to the usual classes there have been in successive years Saturday classes for teachers in physiology and natural history, in Anglo-Saxon and English, in mathematics, and in Latin. Special demonstrations and lectures for medical students connected with other institutions have been given, also public lectures, which were attended by ladies and gentlemen interested in the subjects announced. It has been the aim of the authorities to advance human knowledge by careful investigations and research, and at the same time to diffuse among the people the latest and most useful results of university work.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

For information respecting the schools devoted to the higher education of women, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific instruction is given in this State chiefly in the Maryland Agricultural and Mechanical College, near College Station, Johns Hopkins University, Baltimore, and the United States Naval Academy, Annapolis.

The *Agricultural and Mechanical College* is reported in a satisfactory condition, with a full faculty and about the same number of students as in 1878–'79. Its curriculum is divided into 7 departments, viz: (1) civil engineering and astronomy; (2) English literature, mental science, and history; (3) pure mathematics; (4) physics and applied mathematics; (5) agriculture, architecture, and drawing; (6) chemistry and natural history; (7) ancient and modern languages. Military instruction also forms a part of the course. The degrees conferred are A. B., B. S., and A. M., and graduate in agriculture. The college farm contains 286 acres; the soil, being of various qualities and conditions, affords good opportunity for experiments.—(State report and catalogue.)

In the *United States Naval Academy* the course of study is largely scientific, including, besides the literary and linguistic branches, all the higher mathematics, physics, astronomy, chemistry, dynamics, navigation, surveying, and steam engineering. There is a department for the special training of engineers, another for training midshipmen. The course in each covers 4 years at the academy and 2 at sea.

Johns Hopkins University furnishes facilities for the most advanced study and investigation in scientific branches, more particularly in its graduate department, the undergraduate presenting the usual scientific studies of a collegiate course. There are 3 laboratories, devoted, respectively, to chemistry, physics, and biology. For the guidance of advanced students various plans of study have been devised, differing both from lectures and classes. Special students in mathematics, physics, and other studies meet at stated times, under the direction of professors, for the presentation and discussion of papers on the subjects under investigation and for the reading of scientific journals. Five associations have met frequently for the presentation of scientific and

literary papers, and 4 scientific journals are published under the auspices of the university. During the warm months, a zoölogical station has been maintained on the seaboard; it was stationed during 1878 and 1879 on the Chesapeake, but in 1880 at Beaufort, N. C., while another for beginners was established on the Chesapeake.—(Catalogue, 1879-'80.)

PROFESSIONAL.

Theological instruction is given at Baltimore in the Theological Seminary of St. Sulpice and St. Mary's University; in Ilchester, at Mount St. Clement's College; and in Woodstock, at the Woodstock College of Baltimore County, all three institutions being Roman Catholic. They enrolled a total of 263 students, under 19 instructors. In the first, the course of study extends over 5 years and 3 months, of which 2 years are preparatory; the other two report courses of 6 and 7 years, respectively, but the proportion of this time devoted to theological study is not stated. The Centenary Biblical Association, Baltimore, devoted to the biblical education of colored students, sends no report for 1879-'80. For statistics of theological schools reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

Legal training may be obtained in the school of law of the University of Maryland, Baltimore, which presents a course of study covering 2 years of 35 weeks each and requires an examination of applicants for admission. Of the 60 students attending in 1879-'80, 50 had received degrees in letters or science.—(Return.)

The *medical* schools of most importance in this State are the School of Medicine of the University of Maryland and the College of Physicians and Surgeons, both at Baltimore. Both require for graduation the usual 3 years of medical study, including 2 courses of lectures of 5 months each, or attendance on an optional graded course of 3 years. The first named school had 173 students in 1879-'80, under 23 instructors, and graduated 66 doctors of medicine.—(Return.)

Dentistry is taught in the Baltimore College of Dental Surgery, which claims to be the oldest dental college in the world. It was chartered in 1849 and opened for instruction in 1840, having since then graduated 841 students. The course of instruction embraces pathology and therapeutics, anatomy and physiology, chemistry and materia medica, mechanical dentistry and metallurgy, dental surgery, and infirmary practice, all covering 5½ months each year of the 2 years in the course. Graduates of this college desiring to graduate in medicine are required to give only one year's study at the College of Physicians and Surgeons, Baltimore. There were 97 dental students in 1879-'80, of whom 13 had received a degree in letters or science.—(Catalogue and return.)

The Maryland College of Pharmacy, Baltimore, requires for graduation attendance on 2 courses of lectures of 5 months each, with a course of analytical instruction and an apprenticeship of 4 years in the business. There were about 68 students in 1879-'80, of whom 20 were graduated.—(Catalogue and return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Maryland School for the Deaf and Dumb*, Frederick City, was established in 1867 under the name of an Asylum for the Deaf and Dumb of the State of Maryland. Its name was changed by the last legislature to prevent a misapprehension of the objects and character of the school, which has nothing in common with asylums and reformatories, but does a purely educational work and admits only such pupils as can profit by the course of study. This embraces, besides certain employments, the common school branches of study, and in special cases the higher mathematics and other advanced studies. All, on entering, are examined by the special teacher of lip reading and articulation, and such as give promise of being benefited receive daily instruction. Drawing has recently been added to the course. Shoemaking, cabinet working, and printing are taught to the boys, housework and sewing to the girls.—(State report, 1879-'80.)

F. Knapp's Institute, Baltimore, a school for the education of the deaf and dumb, opened in 1876, reports 32 pupils under 3 instructors in 1880.

EDUCATION OF THE BLIND.

The *Maryland Institution for the Blind*, intended to give instruction in literature and the mechanic arts, admits pupils between 9 and 18 years of age on payment of $300, which defrays all expenses except for clothing; but pupils whose friends are unable to pay that amount may be educated at the expense of the State on consent of the governor. The school is divided into primary, intermediate, and higher classes. The musical course gives thorough rudimentary instruction, embracing vocal culture, piano, organ, and violin, with thorough-bass and counterpoint. Piano tuning receives

special attention, as being the most successful and profitable employment in which the blind can engage. Broom and mattress making are taught in the shops.—(Catalogue and State report.)

The *Institution for the Colored Blind and Deaf-Mutes*, Baltimore, established in 1872, had 32 pupils in 1879–'80, of whom 14 were blind and 18 deaf-mutes. The instruction given is the same as in the institution for white children.—(Catalogue.)

INSTRUCTION IN ART.

The Maryland Institute for the Promotion of the Mechanic Arts, Baltimore, is said to have taken the lead in this State in teaching drawing, a study which lies at the foundation of all constructive work and every mechanical or partly mechanical occupation. More than 300 pupils are receiving instruction here in day and evening classes, and there are accommodations for as many more. As the report of the State board of education suggests, the resources of the institute might be utilized so as to make it serve as the normal art school of the State, and thus supply, to a great extent, the need for skilled teachers in drawing. Among the branches of the subject taught are pencil, charcoal, and crayon drawing, painting in water colors and in oil, sketching, ornament and design, also mechanical and architectural drawing.—(State report.)

The report of the *Peabody Institute*, Baltimore, for the later months of 1880 shows that besides the instruction given in the Conservatory of Music 4 lectures on art (classic, early Christian, mediæval, and religious) were delivered in its hall from November 9 to November 18.

In the classes of the *Decorative Art Society*, Baltimore, there were in 1880 3 teachers and 47 pupils.

CHIEF STATE SCHOOL OFFICER.

Hon. M. A. NEWELL, *State superintendent of public instruction, Baltimore.*

[Term, January, 1880, to January, 1882.]

Mr. Newell has served since the reconstruction of the school system in 1878, in successive terms of 2 years each.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Children of school age (5–15)..	278,249	282,485	287,090	292,481	294,708
Youth of all ages in public schools.	273,661	276,602	283,872	297,025	302,118
Number over 15 attending.....	21,973	23,211	23,905	24,687	32,986
Average daily attendance.....	201,750	205,252	202,882	210,248	216,861
Average membership for the year.	.....	.....	.....	.....	.....
Per cent. of attendance on membership.	.....	.....	.....	.....	.....
Number attending evening schools.	.....	.....	8,713	10,794	16,368
Average attendance in evening schools.	3,479	5,000	4,577	5,534	6,474
Attendance in high schools....	.....	.....	.....	.....	.....
In charitable and reformatory schools.	1,531	1,148	1,304	1,219	1,240
In academies and private schools.	15,388	17,952	22,001	17,887	24,244
SCHOOLS.					
Number of public schools	5,076	5,193	5,305	5,425	5,551
Average length of term in days.	169	168	168	168	.....
Number of evening schools....	51	.....	85	89	99
Number of high schools.....	181	176	190	209	208
Charitable and reformatory schools.	20	18	18	18	12
Academies and private schools.	478	521	473	471	432
TEACHERS AND THEIR PAY.					
Men teaching in public schools.	1,049	1,024	1,028	1,078	1,169
Women teaching in public schools.	7,186	7,419	7,421	7,637	8,047
Total number teaching.....	8,235	8,443	8,449	8,715	9,216
Average monthly pay of men..	$76 44	$85 09	$93 65	$94 33	$88 37
Average monthly pay of women	31 67	32 39	34 14	34 34	35 35
Number of teachers in high schools.	.....	.....	.....	.....	.....
Teachers in evening schools...	.....	360	373	444	525
In charitable and reformatory schools.	30	25	23	21	19
INCOME AND EXPENDITURE. [a]					
Receipts for public schools....	$3,473,131	$5,663,930	$4,206,054	$4,522,491	$6,410,514
Expenditures for public schools	3,520,510	5,663,930	6,241,239	6,050,507	7,000,000
STATE SCHOOL FUND.					
Amount of school fund.....	.....	.....	$2,127,653	$1,711,480	$2,065,238
Income of school fund.....	.....	$87,356	180,000	88,133	177,227

[a] The receipts and expenditures for educational purposes are very inadequately reported.

OF MASSACHUSETTS—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
300,834	296,375	297,202	303,836	307,321	I. 3,485	I. 29,072
305,776	307,832	310,181	311,528	306,777	D. 4,751	I. 33,116
27,213	28,190	27,404	27,603	25,020	D. 2,583	I. 3,047
218,903	222,704	228,447	234,249	233,127	D. 1,122	I. 31,377
.....	.....	.....	.....	261,247	.....	.....
.....	.....	.....	.....	89	.....	.....
9,337	11,529	11,717	10,531	10,360	D. 171	.....
4,424	5,305	5,552	3,348	4,503	I. 1,155	I. 1,024
15,826	19,160	19,514	19,311	18,758	D. 553	.....
1,308	1,541	1,219	1,230	1,081	D. 149	D. 450
20,289	19,167	23,994	23,830	26,289	I. 2,459	I. 10,901
5,542	5,556	5,730	5,558	5,570	I. 12	I. 494
176	175	176	175	177	I. 2	I. 8
114	92	94	88	116	I. 28	I. 65
212	216	216	216	215	D. 1	I. 34
18	18	19	17	17	....	D. 3
413	429	463	444	423	D. 21	D. 55
1,201	1,176	1,118	1,212	1,133	D. 79	I. 84
7,650	7,544	7,390	7,537	7,462	D. 75	I. 276
8,851	8,720	8,508	8,749	8,595	D. 154	I. 360
$84 78	$82 22	$75 64	$67 44	$67 54	I. $0 10	D. $8 90
35 25	34 20	33 04	33 50	30 59	D. 2 91	D. 1 08
582	594	595	494	494	....	.....
364	445	457	423	389	D. 34	.....
18	18	19	16	21	I. 5	D. 9
$6,105,536	$5,481,598	$4,535,635	$4,399,801	$4,622,609	I. $222,808	I. $1,149,478
6,105,536	5,582,519	5,166,988	4,994,824	5,156,731	I. 161,907	I. 1,636,221
$2,066,866	$2,067,000	$2,067,000	$2,075,540	$2,086,886	I. $11,346	.....
152,704	140,861	140,862	139,818	138,016	D. 1,802	.....

the real amounts collected and disbursed are generally much larger than those here given.

STATE SCHOOL SYSTEM.

OFFICERS.

A State board of education (which includes the governor, lieutenant governor, and 8 others appointed by the governor with consent of council, to hold office 8 years, 1 going out each year) has had general charge of the school system since 1837. The board appoints a secretary, who acts as State superintendent, and who has had, since 1850, agents to assist him in visiting the schools. A State director of art education has since 1871 had supervision of drawing in the public schools of cities with 10,000 or more inhabitants, and was still serving at the close of 1880. Under the town system the local officers are school committees of 3 members or some multiple of 3, and under the district system prudential committees of 1 member. There are also superintendents of public schools in cities and towns which provide for them.

Women are eligible to school committees and may vote for school officers. One is serving as a member of the State board of education.

OTHER FEATURES OF THE SYSTEM.

The system comprises common, high, and normal schools (the latter including a normal art school), also evening, industrial, truant, and State charitable schools. The public schools are sustained by local taxation and by the income of the State school fund, one-half of which is for general educational purposes, the remainder for specific appropriations. Towns and cities cannot receive their share of this income unless they have raised by tax for general school purposes the previous year at least $3 for each resident between 5 and 15 years of age; have provided enough schools to instruct all children of this age; have kept these open at least 6 months, and have made provision for the enforcement of the truancy laws. If the inhabitants number over 10,000, arrangements must also have been made for the free instruction in industrial or mechanical drawing of persons over 15 either in day or evening schools, and in towns containing 500 families a high school must have been established. Towns which refuse or neglect to provide for the support of schools as required by law not only lose their share of State funds, but forfeit a sum equal to twice the highest amount ever voted therein for the support of schools. Neglect to elect school committees causes towns to forfeit from $500 to $1,000. The city council of any town may establish one or more industrial schools and raise and appropriate the money necessary to render them efficient, and any town may establish additional schools either in the day or evening for persons over 12. Teachers cannot be employed in public schools till they have received certificates of qualification from the school committee, and are not to receive pay for services till they have made to the committee the report of school attendance, &c., required by law. Children under 16 cannot be employed in factories, unless the employer holds a certificate from the school committee stating their age, place of birth, and that they have attended school 20 weeks the preceding year. Children who can neither read nor write may not be employed in any manufacturing, mechanical, or mercantile establishment while the schools are in session. No discrimination is to be made in the schools as to race, color, or religious opinions. The Bible is to be read in them without note or comment, but no child may be made to read it in a version of which the parent or guardian disapproves. School committees direct the text books to be used in their schools and prescribe the courses of study to be pursued. Very few changes have been made in the school laws since 1870–'71, and these relate chiefly to the employment of children within the school age in manufacturing establishments. In 1873 the term of school attendance on which depended permission to engage in employments was extended from 12 to 20 weeks, and in 1874 the 20 weeks were made consecutive. In 1876 it was enacted that no child under 10 should be employed in any manufacturing, mechanical, or mercantile establishment on penalty of from $20 to $50 fine, and that when children under 14 were so employed their employer must have a certificate from the school authorities showing that the law requiring a school attendance of 20 weeks has been complied with. In 1878 the law of 1866, which had merely authorized cities and towns to make suitable provision for the training of neglected children, was made imperative for cities and towns of 5,000 or more inhabitants.

A law of 1876 provided that school committees should furnish school books free to pupils. Another authorized committees to have sewing taught in the public schools whenever they saw fit. In 1879 women were permitted to vote for school officers. They were already eligible to serve on school committees.

GENERAL CONDITION.

The statistics for 1879–'80 show an increase of 3,485 in the enumeration of children 5 to 15 and a decrease of 4,751 in the number of those of all ages enrolled in public schools, while the number in average daily attendance was only 1,122 less than the

previous year. For the first time in several years the enrolment in public schools failed to exceed the enumeration of children of school age. In 1878–'79 the number of all ages attending public schools was 7,692 greater than the number of persons 5–15, while in 1879–'80 it was 544 less, making a difference of more than 8,000. Usually from 25,000 to 30,000 pupils under 5 or over 15 attend public schools; but this year the number attending over 15 was 2,500 less than in 1878–'79 and there was a slight increase in the attendance on private and parochial schools. These items taken together are thought to be sufficient to account for the decrease of 1,122 in average attendance, but not for the very large decrease in the number reported as enrolled. This is accounted for by the fact that until the last year many pupils have been registered twice, owing to change of residence during the year, while in 1879–'80 this error was avoided by the adoption of new rules regulating enrolment. The average attendance during the year was 89 per cent. of the average membership. The latter item, which has been secured this year for the first time, gives, it is claimed, a more correct idea of the regularity of attendance than can be obtained by a comparison of the average attendance with enrolment. There was a slight increase of schools taught and in the length of term; also in the number of evening schools and the average attendance in them. The number of teachers, both men and women, was less than in 1878–'79; the average monthly pay of men increased 10 cents, while that of women was $2.91 less.

The secretary of the board, in his report for 1879–'80, gives considerable space to a consideration of the question whether the public schools are producing such results as justify the State in compelling their support. He maintains that they are; that the mass of children in the State are educated in them; that the work done is good and thorough, and that the education given trains to good citizenship. Only about two-fifths of 1 per cent. of the native population of the State are illite ate, the proportion having decreased one-fifth of 1 per cent. since 1850, when three-fifths of 1 per cent. of natives were illiterate. The average quality of the school work is shown by a reference to examinations held in Norfolk County, the schools of which are considered to be fairly representative of those throughout the State. These examinations were held in 1878 by a special committee appointed for the purpose, consisting of disinterested gentlemen skilled in school affairs. The average of perfect work shown by the papers was 57 per cent.—"an amount of perfection," the secretary remarks, "7 per cent. higher than is required for a diploma in some of our best colleges." He says the examination has confirmed him in the opinion that "the schools, with all their imperfections, are, on the whole, doing creditable work; that trained teachers accomplish by far the best results, and that an efficient superintendence is the agency to which we must look for the conditions of good schools."

Progress in educational affairs during the past decade has been made in many directions which cannot be indicated by any statistical exhibit. The figures show an increase of 29,072 in school population, of 33,166 in the total number enrolled, of 3,047 in the number of these over 15 years old, and of 31,377 in average daily attendance. The number of public day schools, including high schools, increased 528; their average length of term, 8 days. More evening schools were taught in the later years, with a generally larger enrolment but somewhat reduced average attendance. There were 360 more teachers employed at the close than at the beginning, 84 more men and 276 more women. The average monthly pay of men fell off $8.90 and that of women $1.08.

Among the evidences of progress which do not appear in the above figures may be mentioned an increased determination to bring all the youth of school age under the influence of the public schools, as shown in the various amendments of the law relating to the employment of children, in the machinery for preventing truancy, and in the establishment of schools for the reformation of truants and neglected children. Another important point is the increased interest in industrial and mechanical drawing and the improvement in it throughout the State, which has already made its influence felt in the industrial arts and is still making progress in that direction. Educators are turning their attention towards the introduction of the industrial element into education. The problem how to combine it with the common school studies has not yet been solved, but such occupations as sewing and knitting have been introduced with success in some places and the elements of some mechanical industries in others.

A decided advance has taken place in the art of teaching. Educators have turned their attention from mere mechanical practice to the principles on which the art is founded, and as a result radical changes have been made in some towns in courses of study and methods of instruction. More attention is given to primary teaching; there is a growing sentiment in favor of putting the best teachers into the elementary schools and paying them somewhat in proportion to the difficult and delicate nature of their work. A more humane style of school government also prevails. The rod has been largely displaced by appeals to higher principles of action than the fear of punishment. The school-houses are improved in respect to convenience and taste and better supplied with books, maps, and other illustrative apparatus. There is a more prevalent sentiment in favor of school superintendence; and in towns that are too small to employ a

special superintendent it is a common thing for the school committee to appoint one of their number to give so much of his time as is necessary to the work of supervision.—(State report, 1878–'79.)

KINDERGÄRTEN.

Of the 16 Kindergärten in different sections of this State reporting to this Bureau in 1879 all have been established since 1870. For statistics of these and any others reporting for 1880, reference is made to Table V of the appendix.

CITY SCHOOL SYSTEMS.

OFFICERS.

There are school committees of 3 members, or some multiple of 3, elected annually, one-third going out each year, and usually a superintendent chosen by the committee. Boston has also a board of supervisors of 6 members, who, with the superintendent, hold office 2 years.

STATISTICS.

Towns and cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Attleborough	11,111	1,679	1,934	1,288	59	.....
Beverly	8,445	1,388	1,381	1,104	36	.....
Boston	362,535	64,766	56,667	45,496	1,124	$1,693,165
Brockton	13,608	2,107	2,304	1,795	45	27,707
Brookline	8,053	1,352	1,473	971	36	.....
Cambridge	52,740	8,885	8,500	6,385	189	163,063
Chelsea	21,785	3,461	3,909	2,815	68	.....
Chicopee	11,325	2,104	1,467	1,041	44	29,501
Clinton	8,030	1,579	1,521	1,179	28	.....
Fall River	49,008	9,585	9,155	5,650	158	.....
Fitchburg	12,405	2,289	2,466	1,834	59	38,456
Gloucester	19,329	4,059	4,042	3,008	91	67,912
Haverhill	18,475	2,748	2,783	2,087	67	52,726
Holyoke	21,851	3,587	2,503	1,571	50	46,122
Lawrence	39,173	6,836	5,866	4,232	131	89,665
Lowell	59,485	8,393	9,118	6,102	174	168,971
Lynn	38,284	5,792	6,183	4,667	127	.....
Malden	12,017	2,153	2,688	1,844	61	39,374
Marlborough	10,126	2,066	2,068	1,611	49	21,074
Medford	7,573	1,279	1,265	1,029	34	.....
Milford	9,310	2,082	2,353	1,678	49	.....
Natick	8,480	1,597	1,624	1,307	44	.....
New Bedford	26,875	4,208	4,375	3,438	99	61,770
Newburyport	13,537	2,450	2,049	1,406	47	.....
Newton	16,995	3,028	3,397	2,541	85	83,613
North Adams	10,192	2,160	2,035	1,443	38	.....
Northampton	12,173	2,026	2,197	1,600	64	23,475
Peabody	9,026	1,730	1,802	1,276	38	.....
Pittsfield	13,367	2,353	2,605	1,805	72	31,267
Quincy	10,529	1,704	1,910	1,467	59	.....
Salem	27,598	4,673	3,858	2,807	103	84,589
Somerville	24,985	4,509	5,162	3,902	92	79,625
Springfield	33,340	5,524	5,636	4,192	118	90,551
Taunton	21,213	3,246	3,529	2,535	72	46,381
Waltham	11,711	1,808	2,227	1,639	52	32,249
Westfield	7,587	1,430	1,500	1,140	55	.....
Weymouth	10,571	2,075	2,179	1,770	62	.....
Woburn	10,938	2,424	2,238	1,790	47	31,185
Worcester	58,295	9,827	10,029	7,170	200	167,559

ADDITIONAL PARTICULARS.

The *Boston* public system in the spring of the school year 1879–'80 embraced primary schools in 110 buildings, grammar in 49, high in 9 (with a fine central high school then nearly completed), and normal in 1, besides 3 special schools (including a Horace Mann school and 2 schools for licensed minors), 6 evening drawing schools, 1 evening high and 16 evening elementary schools. The average number belonging June, 1880, is given as 20,730 in primary grades, under 406 teachers; 27,734 in grammar, under 589 teachers; 1,971 in high schools, under 75 teachers; and 2,833 in special and evening schools, under 148 teachers. A radical change was begun in the primary schools in 1879 by the adoption of a method of instruction and management known to educational experts as the Quincy method. No doubt is expressed as to its good results; indeed, they had already become apparent at date of the report. In the grammar schools home lessons were cut down and confined to the two higher classes. A new central high school building, capable of seating more than 1,600 pupils, was completed in the latter half of 1880, making 10, including the 6 in the suburbs, sometimes called branch high schools. The

the committee recommend that some of these be suspended and the pupils admitted to the central school. The city normal school for girls, with 73 pupils, is said to have done good work; occupying part of a grammar school building, it had 12 grammar and 8 primary classes for a practice school. It is questioned whether the evening schools have been productive of as much good as the outlay for them should command. An endeavor has been made, and with some success, to better their condition and secure the best results by preventing the attendance of such as are not eager to learn; but still stricter measures are required to enforce regular attendance and application. Considering that justice towards the artisan class requires an industrial school to be provided as a complement to the grammar schools, the committee in February, 1880, recommended the establishment of one. Last year an estimate of $15,000 for the purpose was submitted, but the city council, which has charge of the matter, declined to act favorably on it. Corporal punishment is to be administered in future but sparingly. After devoting a large amount of labor to the investigation of the question, the committee passed resolutions restricting this form of punishment within very narrow limits. It was decided in April, 1880, to appoint a special instructor in hygiene for the public schools, but the position was not filled during the year. The city truant officers reported 18,435 cases of truancy, of which 2,473 were habitual; 759 of the truants were placed in school; 140 were complained of as habitual truants, 47 as absentees, and 63 as neglected children; 136 were sent to the house of reformation for juvenile offenders and 52 to the almshouse.—(Reports.)

Brockton provided 2,748 public school sittings for study in 45 rooms, including 18 for primary pupils, 25 for grammar, and 2 for high. There was no city school superintendent, and no private or parochial schools are reported.—(Return.)

Brookline reports 1,457 sittings for study in 11 school buildings, one erected during the year. Music, drawing, and sewing were taught by special teachers. There were 14 pupils graduated from the high school in June, 1880, of whom 6, after completing the classical course, passed the Harvard examination. An evening school was taught 4 evenings in the week during 3 months, and was then discontinued for want of funds. Among the changes of the year were a consolidation of some of the schools and the appointment of a superintendent.—(Report, 1880.)

In *Cambridge* the system as reported included 20 primary schools, 8 grammar, 1 high, 1 training school for teachers, 1 evening school, and 2 evening drawing schools, besides a city almshouse school. Public school attendance increased during the year by 156, not including the pupils of a portion of the town of Belmont, which has been annexed to Cambridge, bringing with it 2 schools and making the total increase of pupils 286. A decided improvement in regularity of attendance is attributed to excellent work of the truant officers; and the general efficiency of the schools is ascribed largely to the influence of the superintendent. The high school, with classical and English courses, had 462 pupils under 12 teachers, of whom 5 were men. The training school for teachers had a class larger than the previous year, and graduated 8 in July, 1880. Two evening drawing schools enrolled a total of 150 pupils, of whom 70 were in mechanical and 80 in freehand drawing; average attendance in both, 71. At the beginning of the term there were more applicants than could be accommodated, and an effort was made to receive only those who would be most regular in attendance. Music was taught in all the schools as thoroughly as any other branch. The almshouse school had 32 pupils, 21 of them sent to it for truancy and vagrancy; the others were poor children who found a home there. Besides the public, there were 20 private schools reported, with 1,748 pupils.—(City report, 1880.)

Chicopee reports a high average of punctual attendance in public schools, which comprise primary, grammar, intermediate, high, and ungraded schools. In the 14 primary schools were enrolled over half the pupils, showing that a large number reach no higher grade. Music and drawing were taught. Truant officers visited the schools daily and rendered efficient service. Two high schools had an attendance of 82 pupils under 5 teachers. Besides the number in public schools, there were 580 attending convent and French schools.—(Report.)

The *Fitchburg* schools comprised primary, secondary, intermediate, grammar, high, ungraded, evening common, and evening drawing schools. The graded course below the high covered 9 years The primary schools were held to be the most important and to demand the best teaching talent. They were in session but two hours each half day, and during that time there was a recess of 15 minutes. As a further precaution against weariness, pupils were not generally kept engaged on one lesson more than 15 minutes at a time. In the lowest grade the child learned to read script, which was taught even before the printed word. The old a b c method is not used, but each word is learned as a whole. Music and drawing were carefully taught in all the schools, the course in drawing being graded and in the high school embracing mechanical and freehand. The evening drawing school had 37 pupils, with an average attendance of 28; the evening common schools, with 39 enrolled, had only 19 in average attendance. Extensive repairs and alterations were made during the year in many of the school buildings. A voluntary teachers' association met once a month during term time and

did good service. The estimated enrolment in private and parochial schools was only 30, out of a school population of over 2,000.—(City report, 1880.)

Gloucester, in 24 public school buildings, had 22 primary, 37 grammar, and 2 high school rooms, affording 2,205 sittings for study, all under the charge of a city superintendent at a salary of $2,000 a year. A city normal school had 26 pupils, all women. In the high school were enrolled 220, under 5 teachers.—(Return, 1880.)

Haverhill reports 3,045 sittings for study in the public schools, which included primary, grammar, and high grades, besides evening schools. The high school enrolled 150 pupils, in charge of 6 teachers. The evening school had 460 enrolled and 127 in average attendance. Estimated enrolment in private schools, 125.—(Return, 1880.)

Holyoke had, of its 4,267 school children, 2,134 pupils in public, 1,078 in parochial, and 188 in other schools; 520 of school age were in mills and 341 at home. There was an increase for the year of about 700 in the school population, but not more than a third of these sought admission to the schools; a large proportion of the remainder obtained certificates for labor, many of which, from French Canadian schools, were given to pupils not knowing a word of English. Twenty-six per cent. of pupils enrolled withdrew before the close of the term, chiefly to engage in labor. Truancy greatly decreased during the year, a result of systematic work by truant officers. There is a growing sentiment against corporal punishment, and during the past few years there has been a quiet but successful effort to dispense with it. Music and drawing are among the studies taught. The high school graduated 16 in 1880. Evening schools were in session 40 evenings, 578 pupils being enrolled and 265 in average attendance.—(City report.)

In *Lawrence* the system includes primary, grammar, and high schools, a training school for teachers, evening elementary and drawing schools, and an evening high school. Music and drawing were taught in all the schools by special teachers. The training school opened in 1869 is said to have done much toward the improvement of the teachers. Of the 106 employed in 1879–'80, there were 46 graduates of the training school and high school, 1 of the training school only, 17 of normal schools, and 4 of institutions of collegiate grade. The high school, with an increased number of pupils during the year, had improved accommodations and grading, while changes in its course of study were projected in deference to demands of business and manufacturing interests. The course covers 4 years, an allowed 3 years' course having been abolished in 1879. It graduated a class of 32 in 1880. The evening common schools had a larger attendance than in 1879 and were taught 3 evenings in the week in 15 rooms, each having an average of 30 pupils. The evening high school had 35 attending; the evening drawing schools, 100. The industrial school was a powerful aid in suppressing truancy.—(Report, 1880.)

The *Lowell* schools report good progress made during 1879–'80, among the causes of which were new text books, a new course of study, and new methods. The system includes 1 high school, 8 grammar, 1 intermediate, 2 mixed, and 79 primary schools, besides the evening common and evening drawing schools taught in winter, mill schools in the summer vacation, and a reform school at the city farm. The truant officers were faithful and efficient; 1,843 cases were investigated, of which 1,217 were of absenteeism, 466 of truancy, and 78 of working without certificates. The city farm school enrolled 146 during the year and numbered 60 at the date of the report. Of 57 committed, 34 were for truancy and 8 for vagrancy. The two mill schools were well taught, remained in session 6 weeks, and had a total of 120 attending. The high school was not so crowded as in the previous year, partly because of an elevation of the standard for admission; average membership for the year, 316; average attendance, 300. There were graduated from the 4 years' course 24; from the 3 years' course, 39.

Lynn for 1879–'80 reported 104 schools, probably reckoning as such all classes under 1 teacher or more; 89 per cent. of attendance in these on the average number enrolled; 49 teachers that had attended normal schools, and 33 that had graduated from such schools; its grades running up to a high school, with 5 teachers and 210 pupils.—(State report.)

The *Malden* school committee report improvements made during the year in school grounds and buildings; ample school accommodations furnished; faithful and enthusiastic work done by teachers; an average of 2,021 pupils belonging and of 1,825 in daily attendance; 126 cases of truancy; an evening drawing school established during the year, which had 86 pupils enrolled; a high school, with 3 courses, having 175 pupils registered, 107 in average attendance, and 16 graduates.—(Report.)

Marlborough has no city school superintendent. The school committee report faithful teaching done, the attendance satisfactory, and good progress made. There was no truant school, and as some provision for the education of truants was much needed, it was proposed to send such to the school in Lowell, or some other already established. The high school enrolled 101 pupils, of whom 89 per cent. were in average attendance; 17 graduates received diplomas, all but 2 of them being girls.—(Report.)

New Bedford reports 23 schools, comprising 1 high, 3 grammar, 11 primary, 6 country, 1 mill, and 1 farm school, besides evening schools, all in 24 school buildings, with 106

rooms. There was a decided improvement in attendance, especially in the grammar schools. The truant officer sent 14 boys to the truant school, made over 200 visits to families, and used all persuasive means before committing to the school. This numbered 13 at date of report and was doing good service. The mill school numbered 90, with 83 in average attendance. The committee were pleased with its condition and work and recommended the establishment of another in a more convenient locality. An evening drawing school was sustained, but its usefulness has been crippled by the fact that it was inconveniently situated for the class who should attend. There were 25 attending the elementary evening schools and 81 in average attendance, the number of each sex being about equal. The high school enrolled 250 pupils; average membership, 237; average attendance, 227; graduating class, 33. An effort was made to do without corporal punishment in the schools, the result being an improvement in order as well as in good feeling.

Newton had 18 public day schools in operation, comprising primary, grammar, high, and 1 evening school, taught in 18 school buildings furnishing 3,376 sittings, a number beyond the immediate wants of the city. The percentage of attendance was 91.5; cases of truancy were few and looked after with more than ordinary care. An important step taken during the year was the establishment of a course of lectures on natural history. Free, and largely attended by teachers, pupils, and citizens, they were the means of arousing an active interest in the subject among the school children. Music and drawing were among the school studies of the year, and in the latter very satisfactory progress is reported. The work of the special teacher was mainly confined to the high school, in which each year better work is done because of a better preparation in the lower grades. Pupils now enter well prepared in geometrical, freehand, and elementary model drawing. This year modelling in clay was introduced, and the work done was much commended by the judges at the annual exhibition. The enrolment at this high school was 319 (a gain of 37 for the year), of whom 93 pursued the college course, 37 the mercantile, and 145 the general. Of the 39 graduates, 21 took the full course of 4 years, and 18 a 3 years' course. The evening school (taught about 4 months for 3 evenings each week) enrolled 50 pupils and had 18 in average attendance.—(City report, 1880.)

Northampton reports 49 public schools, 1 high, 1 high and grammar, 13 grammar, 26 graded primary, and 8 ungraded or mixed; the per cent. of attendance on average number belonging, 92; on the number enrolled, 73. In the graded primaries, which are attended by 60 per cent. of the pupils, some advance is reported in methods of instruction. In the high school better work than usual was done; 17 were graduated, 3 from the classical and 14 from the English department.—(Report, 1880.)

Pittsfield had, in 27 public school buildings, 2,313 sittings for study, the schools comprising primary, grammar, high, ungraded, and evening schools, under the charge of a superintendent at $1,000 a year. There was an estimated enrolment in private or parochial schools of 175.—(Return.)

At *Quincy* the methods introduced by Colonel Parker appear to have been carried forward by his successor, Superintendent Sylvester Brown. They include a large freedom from the usual restraint as to school exercises; free use of illustrative objects in instruction; the attempt to draw out the ideas of the children, in order to improve and develop them; the practice of requiring the children to set down these ideas on the blackboard in their view, that all may see whether they are correct and full or whether they need amendment; and, with all this, a large amount of practical elementary work in reading, writing, spelling, map making, and the like. The school is made to resemble in its liberty a family busied in educational work. It is out of school that the discipline appears, the pupils marching forth at noon in ordered columns, keeping step by drum-tap till dismissed when out of doors.—(Observer in New-England Journal of Education.)

In *Salem* the system comprised primary, grammar, high, ungraded, and evening schools, the latter including elementary and drawing schools, in charge of a school committee, superintendent, regular and special teachers, and a truant officer. Besides the number in public schools there were 1,210 in private institutions, including collegiate, normal, and charitable. In the evening elementary schools 202 were enrolled, with 108 in average attendance. The evening drawing school was in a flourishing condition, having an increase of 170 scholars. In the high school there were 176 enrolled, 162 in average membership, 158 in average attendance, and 24 graduates.—(Report, 1880.)

Somerville reports 18 public school buildings and 82 schools, of which 1 was high, with 245 pupils; 46 grammar, with 2,072, and 35 primary, with 1,919. The per cent. of attendance on average belonging was 93.6, a result probably due in some measure to the fact that of the 92 teachers 12 were graduates of normal schools and 36 of the city high school. Estimated enrolment in private and parochial schools, 540.—(Report for 1880.)

Springfield reports 27 public schools, including 1 high, 6 grammar, 12 primary, 8 ungraded, 2 evening, and 1 drawing school, the last 3 well organized and doing

thorough work. There was an increase in school population, enrolment, and average attendance. Music and drawing were taught efficiently by special teachers. The graduating class of the high school numbered 58, the largest in its history; number enrolled, 405; average belonging, 354; average attendance, 340. In 10 years the schools have increased 25 per cent. in attendance, while their expenses have become only 12 per cent. greater. Truancy, which was increasing, has been checked by the establishment of a county truant school in the city. The truant officer visited the schools 3,840 times and investigated 508 cases of absence, of which 127 were found to be truants; 22 of these were arrested and 16 convicted. Employers in the city very generally cooperated with the school officers in securing the enforcement of the law.—(City report.)

Taunton reports primary, grammar, high, and evening schools in 34 public school buildings; an average attendance in the graded schools of 92¼ per cent. on the average membership; 57 enrolled in the evening school, with 35 in average attendance; 195 in the drawing school, with 190 average membership and 134 average attendance. The interest in the drawing school was maintained. Attendance on the evening school was diminished by the enforcement of the law regulating attendance on the public schools. The high school enrolled 161 and graduated 24.—(Report, 1880.)

In *Waltham* the system comprises primary, grammar, high, and evening schools, taught in 12 buildings, having 2,238 sittings, under the supervision of a city superintendent. The high school had 4 teachers, 2 men and 2 women, and was capable of accommodating 110 pupils; statistics of attendance not given. Estimated enrolment in private and parochial schools, 103.—(Return.)

From *Weymouth* nothing has been received in time for the present report.

Woburn reports 23 public school buildings, 13 of them for primary schools, 9 for grammar, and 1 for high; 2,503 sittings for study; a city school superintendent; a special teacher of music; 99 pupils enrolled in the high school, and 85 in average attendance. Estimated enrolment in private and parochial schools, 50.—(Return.)

The *Worcester* public school system included primary, grammar, high, suburban, evening elementary, and evening drawing schools, taught in 36 school buildings capable of seating 9,834 pupils (502 in high school seats, 4,677 in grammar, 4,238 in primary, and 417 in suburban schools), a number less than that of pupils enrolled, but greater than the average belonging for the year, which was 8 419. For the last six years the school population has increased faster than school room could be provided, and the school superintendent says a more liberal policy must be adopted or the half time system introduced into the lower grade schools. Drawing is one of the regular studies, is satisfactorily taught, and occupies about 20 minutes a day. The free evening drawing school (open to persons over 15 not in the day schools) had 5 classes in freehand and instrumental drawing, with 129 attending. In the evening elementary schools there were 436 registered and 390 in average membership. This remarkable attendance for evening schools was secured by excluding the class that formerly came chiefly for amusement, through a plan which required a deposit of $1 from each pupil on entering, to be returned to those who proved studious and orderly and were not absent except when necessary; otherwise to be forfeited. The forfeiture occurred in very few cases, for the pupils generally took hold with a will to improve their opportunities. The truant officers spent their time in visiting the school-houses and looking up absent pupils. Out of 3,500 cases of absence investigated they took 1,000 to school and sent 10 to the truant school, to which there are commitments for no cause but truancy. Here, if trustworthy, they are allowed to work about the house and in the garden; and each boy can, by good conduct, reduce his sentence a month in the year. The sentence is usually for a year, but is sometimes for 6 or 18 months. The graduates of this school are usually reformed from truancy; but its influence is even greater as a restraining power. Owing to this and other means, the percentage of attendance is as great as it should be, and very few children are out of school. In the high school there were 601 pupils enrolled, with 399 in average attendance and 57 graduates. The course here is 5 years for those who are preparing for college; for others, 4 years.—(Report, 1880.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The five State normal schools at Salem, Worcester, Framingham, Bridgewater, and Westfield, additional to the art school, have continued to do an important work for the public schools; their graduates have found ready and constant employment and have met with gratifying success. Two of them, Framingham and Salem, are for women only; the others admit both sexes. In the latter, the total number attending during the year was 435 (39 men and 396 women); graduates, 102, of whom 25 were men. The total attendance in the 5 schools was 841; graduates, 178. Most of these normals have schools of observation, where students may gain a practical knowledge of the best methods of instruction. The standards for admission and for graduation are gradually

rising. The courses have been slightly changed with reference to uniformity in the schools and to the general requirements of public instruction.

During the year a proposal was made by the officers of Harvard College to maintain in the Lawrence Scientific School 8 scholarships, covering tuition fees for the benefit of male graduates of the normal schools to be appointed on the recommendation of the principals. The offer was thankfully accepted, and a graduate of the Westfield school entered on one of the scholarships.

The Massachusetts Normal Art School, Boston, opened in 1872, is meant to prepare teachers of drawing for the public schools and for the industrial drawing schools. The necessity for such a school was seen as soon as the attempt was made to carry out the law of 1870 requiring the teaching of industrial drawing in cities and towns with 10,000 or more inhabitants. Its success has been marked, the number under instruction and the efficiency of the work increasing from year to year. The report for 1879-'80 indicates satisfactory results: marked improvement in the work done, greatly increased facilities in respect to books, models, diagrams, and apparatus, an attendance of 169 in day classes and of 96 in evening classes. Total number instructed, 245, of whom 65 obtained certificates and 6 diplomas of graduation as master of arts. A grant of land on which to place a building for the school has been made by the legislature. Meanwhile, the board has leased for 3 years buildings on Washington street.—(State report, 1879-'80.)

OTHER NORMAL TRAINING.

The Boston City Normal School (for girls) had 73 pupils in 1879-'80 and graduated 43. Pupils entering are placed on a probation of 6 months and are retained only when they are found to have the qualifications necessary to success. A practice school for them is composed of 12 grammar and 8 primary classes. During the year a graduate class formed was entered by about 40 graduates of the 1 year's course.

Normal training schools are also provided by the public school authorities of Cambridge, with an attendance of 19; Gloucester, with 26; and Lawrence, with 18. At Cambridge 8 were graduated.

At Wellesley College, a normal collegiate department was opened in 1878 for the benefit of ladies who were already teachers but desired opportunities for advanced studies, such to enter the college as special students without examination The plan has been a success. Through the liberality of Mrs. Valeria G. Stone, who gave $100,000 for this purpose, a normal college building has been erected, which provides room for 100 teachers.—(New-England Journal of Education and Calendar of Wellesley College.)

TEACHERS' INSTITUTES.

Thirteen teachers' institutes were held during the year under the direction of the State board of education, having a large attendance of teachers and citizens and arousing great enthusiasm among the people. They were held, as for several years past, in the smaller towns of the State, in order that they might reach that class of teachers and people who most needed their influence. Instruction was given during the day by Secretary Dickinson, Mr. Walton (agent of the board), Mr. Osbun, of the Salem State Normal School, and others. The evening lectures were for the most part by the secretary and Rev. A. D. Mayo.

SCHOOL COMMITTEE ASSOCIATIONS.

Since 1877 nine organizations of this kind have been formed for consultation as to courses of study, methods of instruction and school government, the disposition to be made of truants, the means of securing good teaching and efficient superintendence in the smaller towns, and other practical matters belonging to the work of school committees. The meetings of these associations are attended by the secretary of the State board of education or by one of its agents. The results reported are the preparation of 4 new courses of study (3 of which had been put on trial), greater care in the selection of teachers, more attention to right methods of teaching, an increase of attendance on the schools under the care of the committees, and an intelligent spirit of progress.

EDUCATIONAL JOURNALS.

The New-England Journal of Education,[1] established at the beginning of 1875, absorbing the educational journals of Maine, Massachusetts, Rhode Island, Connecticut, and several other States, is a weekly publication coming from Boston. It is the educational organ of the teachers of the New England States, but gives valuable information from the different States of the Union, besides discussing all prominent school topics.

The Primary Teacher (dating from October, 1877) was issued once a month from the same office to the close of 1880.

Good Times, also a monthly publication, closed its fourth year with September, 1880.

[1] Title changed in 1881 to Journal of Education.

It is published at Boston; its pages furnish matter for school exercises and exhibitions in week day and Sunday schools

Education, an international magazine published bimonthly in Boston, was commenced in September, 1880, under the same editorship as the Journal of Education. It deals more especially with general topics relating to improvements in educational matters, rather than with items pertaining to the common schools.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There are reported 215 public high schools, having 18,758 students and 494 teachers. Of these, 2,090 pupils and 83 teachers were in Boston, attending the 9 Latin and English high schools of that city. "The warmest friend of these high schools," says the report of the Boston school committee, "must be satisfied with the prospect before them in their new location on Warren avenue." The reference is to a palatial building which was completed about the close of 1880 at a cost of $418,000, including site and furniture. This will accommodate 1,645 pupils with study rooms and rooms for gymnasium, laboratory, drawing, libraries, reception, and other purposes, besides a room for military drill (a branch which forms a part of the course of the Boys' Latin School and the English High School). The Girls' Latin School, established in 1877 on the ground that in the education of youth no difference should be made between the sexes, commencing with 28 pupils, numbered 146 in 1880. The course of study extends over 6 years. The course in the Latin school for boys was revised in 1880 and made to cover 6 years.

These Latin schools are the subject of much comment by some citizens, who think them an expensive educational luxury, and in other portions of the State there appears to be a similar disposition to criticise the classical departments of the high schools, which are devoted to preparing pupils for college. The superintendent of the Lowell schools says the question of the relative importance of different studies is continually discussed, and especially whether a young man on graduation from the high school should be qualified for the practical duties of life. The superintendent at Lawrence speaks of an increasing feeling in his city and throughout the State that, owing to the demands of business, the old classical course, while still as important as ever, no longer meets the demands of higher public education. On the other hand a complaint comes from Cambridge of a lack of proper interest in any except the classical course. This, it is said, is held to a high standard by the requirements of the collegiate examination at Harvard, in which pupils uniformly succeed; but it is difficult to maintain the same standard in the English department, as the pupils have no definite end in view. The shorter course of English study had been shortened from 3 years to 2 in the hope of keeping boys in school until the end of the second year.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools for colleges, see Tables IV, VI, and VII of the appendix, and summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Harvard College, Cambridge (non-sectarian), reports for 1879–'80, in the undergraduate classes of the college proper, 813 students, against 608 in 1870–'71; in its scientific, professional, graduate, and fellowship courses, 543, against 569 in 1870–'71, not counting, in either year, the mere attendants upon lectures or summer schools, nor the students in the Episcopal Theological School at Cambridge, which has had some connection with the Harvard corporation. During the ten years there has been a considerable advance in the standards of admission and graduation, with a large addition to the means of instruction[1] and illustration; the courses have been made more flexible and popular by the introduction of a wide system of elective studies; and the former rigorous discipline as to attendance on recitations, lectures, and other college exercises, at least as respects the higher classes, has been materially relaxed. Worthy students in the upper classes are now allowed to work alone or in small companies, or to attend such lectures and recitations only as they find interesting and profitable, presenting at certain times, in written papers or in oral examinations, the evidence of the progress they have made; especially presenting this at the conclusion of each year and of the course, to show their fitness for promotion or graduation. This latter mingling of the American and European systems seems to have worked well, the better class of students

[1] Besides a steady increase of the teaching force in all these years, many new subjects of instruction, such as Hebrew, Arabic, Sanscrit, and Chinese, were added in the latter portion of the decade, a special native instructor for this last being employed.

making greater progress under it and covering in some cases a much wider field of study; while professors and instructors, finding that only the most interesting and instructive exercises attract this better class of students to their halls, have been stimulated to make their different exercises as profitable and as attractive as they can. Then too the college has, within these years, widened its field of influence by having examinations for admission not only at Cambridge, but also in New York and the chief cities of the West; since 1874, also, annual examinations have been provided for women pursuing studies preparatory to college; finally in 1878 separate but substantially collegiate training was offered to women under the college professors and within the college precincts.—(Catalogues and annual reports of president, &c.)

Of the other colleges existing at the beginning of the decade, *Amherst College*, Amherst, and *Williams College*, Williamstown (both Congregational), seem to have made most progress, raising their standards, broadening their instruction, increasing their attractions in various ways, and thus enlarging their lists of students, in the former college, from 261 to 339; in the latter, from 141 to 227. *Boston College*, Boston, and the *College of the Holy Cross*, Worcester (both Roman Catholic), appear to have maintained throughout essentially the same course. The students at Boston reported as collegiate increased from 22 in 1870–'71 to 184 (besides 2 graduate students) in 1879–'80; but 102 of these would have been classified as preparatory in a college with the usual 4 years' course. At Holy Cross those reckoned as collegiate fell off from 134 to 84. *Tufts College*, College Hill (Universalist), beginning the decade with a liberal set of courses that underwent little change, about maintained its collegiate enrolment, having 62 in 1870–'71 and 58, with 5 graduate students, in 1879–'80. *Boston University*, Boston (Methodist Episcopal), did not begin its collegiate instruction, except in music, till 1873, when it started with a course well up in its requirements, which it has since considerably improved and is going on further to improve. The regular students in its college of liberal arts rose from 18 in 1874 to 90 in 1880; the special, from 4 to 19; while 18 graduate students made the whole number in the latter year 127, besides 28 in a college of music and 355 in other schools,[1] 510 in all.—(Catalogues and returns.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Table VIII of the appendix following gives the statistics of schools that claim to be of this class. Of these, two at least stand prominently forth as of full collegiate rank and character, *Smith College*, Northampton, and *Wellesley College*, Wellesley, both organized in 1875; while approximating the same rank, with some very special advantages, come *Mt. Holyoke Female Seminary*, South Hadley, and *Lasell Seminary*, Auburndale, the former organized in 1837, the latter in 1851. The last two give much attention to instruction in domestic industries.—(Catalogues.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The scientific schools in the State from 1870 to 1880 were the *Massachusetts Agricultural College*, Amherst; *Massachusetts Institute of Technology*, Boston; *Worcester County Free Institute of Industrial Science*, Worcester (all recipients of endowments from the State, in whole or in part); with the *Lawrence Scientific School* and the *Bussey Institution*, departments of Harvard University, Cambridge, and the *School of All Sciences* of Boston University, Boston. This last aimed at graduate instruction only in philosophy, mathematics, physics, &c.; the Bussey Institution, at thorough training in agriculture, horticulture, and their related sciences. The titles of the others sufficiently indicate their aims. In the Agricultural College, Institute of Technology, and Law, rence Scientific School, the courses covered 4 years; in the Worcester Free Institute 3 and 3½ years. At Harvard there was also instruction in natural science at the Museum of Comparative Zoölogy and in the summer schools, with instruction in practical astronomy at the Observatory. At the Institute of Technology and Worcester Free Institute there were special schools for training apprentices and others in the elements of practical mechanic arts; in the former, on the plan of the Imperial Technical School of Moscow, Russia, with aid in practical design from the trustee of the Lowell Institute; in the latter, in a machine shop provided by Hon. Ichabod Washburn in 1866. The attendance in all these schools in 1880, including the summer classes at Harvard, was 672. For their separate statistics, as far as reported, see Table X of the appendix, parts 1 and 2.

PROFESSIONAL.

Theology has been taught from 1870–'71 to 1880 (with brief intermission in one case) in the following schools: Andover Theological Seminary, Andover (Congregational); Boston University School of Theology, Boston (Methodist Episcopal); Divinity School of Harvard University, Cambridge (formerly Unitarian, now non-sectarian); Episcopal Theological School, Cambridge (Protestant Episcopal); Tufts College Divinity

[1] Among these were 18 students in the Massachusetts Agricultural College, Amherst.

School, College Hill (Universalist); Newton Theological Institution, Newton Centre (Baptist); and New Church Theological School, Waltham. All had in 1880 courses covering 3 years of study meant to supplement a collegiate or at least a high school training, and appear to have had such courses during the 9 preceding years. Most of them endeavor to secure the full preliminary preparation presupposed, but all seem to remit a requirement of it in specially exceptional cases. Tufts had a 4 years' course to meet the needs of such cases. Students in 1879–'80 in the regular courses of these schools, 267; unclassified, special, or "general" students, 26; resident graduates or resident licentiates, 7; total, 296. For special statistics of each school, see Table XI of appendix.

Instruction in *law* was given in the Boston University School of Law, Boston, organized in 1872, and in the law school of Harvard University, Cambridge, organized in 1817, each with a 3 years' course[1] supposed to follow a collegiate training, without which there must be an examination for admission. This, at Harvard, covers Blackstone's Commentaries and selections from the Latin of Cæsar, Cicero, and Virgil; French and other foreign languages may be offered as equivalents. At Boston University, only English appears to have been required. Students in 1879–'80, at Harvard, 165; at Boston, 149, including 10 graduate students and 2 candidates for advanced degrees; in the autumn of 1880, at the former, 156; at the latter, 151.—(Catalogues.)

Medicine, after the "regular" system of practice, was prepared for in 1880 at the Harvard University School of Medicine, organized in 1782, and at the College of Physicians and Surgeons, organized in 1880, both in Boston; after the homœopathic system, but without limitation to it, at the Boston University School of Medicine, in Boston, organized in 1873. The required course in Harvard and Boston University schools had been since 1877 a graded one of 3 years, with preliminary examination of all applicants not graduates of collegiate or secondary schools, and with annual examination in order to advance a student to a higher class or admit him to graduation.[2] The year for instruction covered in both cases the collegiate 9 months. The new College of Physicians and Surgeons started with substantially the same requirements as to course and graduation, but set its standard for admission lower, demanding only "a thorough English education." It and the Boston University admitted women. Students in the 2 older schools, 364 in 1879–'80; 273 in all the 3 in the fall of 1880. For separate statistics of each, see Table XIII of the appendix.

Dentistry was taught in the Boston Dental College and the Dental School of Harvard University, both organized in 1868, both working in Boston, and both having required courses of 2 years beyond a year of pupilage, the lecture year in the former, however, being only 17 weeks and in the latter 9 months. The latter course is also graded. Students in the Boston School, 56 in 1879–'80; in that of Harvard, 15.

Pharmacy was systematically taught at the Massachusetts College of Pharmacy, Boston, organized in 1867, where the course (a fairly graded one) appears to have covered 2 years with about 6 months' study in each year, besides 2 other years of apprenticeship to a reputable pharmacist. For all matriculates not graduates of a grammar or high school a preliminary examination was required. Students, 60 in 1879–'80.—(Catalogues and returns.)

SPECIAL INSTRUCTION.

SOCIETY FOR PROMOTING STUDY AT HOME.

The seventh annual report of this society shows that 2,597 different names have been entered during the seven terms and that 22 who were originally regular students are now on the staff, where the results of their studies can be put to practical use. Two others were to be advanced the next year (1881). During the first four terms very rapid growth was reported, then came a period of uniformity, in which the society was able to improve its organization and develop new details of work. The departments of history (252 students), science (115), art (86), German and French (45 and 33 respectively), and English literature (318) are continued, the total of students therein for the year being 849. Of the 887 names entered for the term, 76¼ per cent. persevered sufficiently to be classified. There were 8,211 letters written to students and 6,513 received from them during the year. At the examinations in history, outline maps were attached to the questions, the students being required to fill them in for illustration of political changes and important events. Arrangements have been made to adapt the methods of study to the needs of deaf-mutes, and circulars have been distributed to the heads of most of the schools of this kind. Two regular deaf-mute students are now members of the society. The lending library has grown steadily in size and use-

[1] Each has also an honor course, to pass in which, cum laude, required at Harvard the reaching of 75 per cent. of the maximum in the examination on the 3 years' course; at Boston University, 85 per cent.

[2] Harvard instituted its graded course in 1871, but did not require the completion of it as a condition of graduation till 1873, nor its preliminary examination till 1877. The Boston University School presented from its opening in 1873 the 3 years' graded course, which it made imperative in 1877, and from the first required the preliminary examination of non-graduates. Both have optional 4 years' courses, as well as provision for graduate instruction.

ulness. Coming into existence in the middle of the second term by the purchase of 99 volumes, it now possesses 920. A set of rules has been adopted by which additional privileges are given to the readers in the different sections of the country. Hygiene is still attended to, each member being presented with a tract on health, while some copies are sold; number of copies distributed gratuitously, 1,550.—(Report for 1880.)

TRAINING IN THE ARTS AND TRADES.[1]

Connected with the Museum of Fine Arts in Boston there are schools of drawing and painting and of pottery and painting on porcelain. The former was opened January 2, 1877; the latter was founded under the auspices of the Society of Decorative Art in 1878. The *School of Drawing and Painting* offers a complete scheme of elementary instruction and affords an exceptional artistic training. There are 3 classes or divisions in the school; in the first, or elementary, the pupil learns to handle his materials in representing various objects in various ways; after an examination he passes into the middle class, where he devotes himself to the life, the portrait, drapery, still life, &c.; another examination comes prior to entering the third class, or class of painters. Lectures are given on anatomy, shades and shadows, perspective, architecture and architectural history, the history of ornament, the theory of color, mythology, history of painting and sculpture, &c., as accompaniments to the daily instruction in drawing.

The *School of Pottery and Painting on Porcelain* had a large attendance during its first year and matters progressed favorably. The second year was not as satisfactory, and the continuance of the school was in question at the date of the report.

The *School of Carving and Modelling* (now at the Art Museum) was established in 1877 in Boston by the Woman's Education Association. It was at first intended for women only, but, in response to numerous applications, an evening class for young men, to which women also were admitted, was held during the winters of 1878 and 1879. The course of instruction includes drawing, modelling in clay, casting and carving in plaster, and carving in wood. The demand for carvers has been so great that in the summer of 1880 some earned $60 a week. This school was conducted in 1879–'80 in the same manner as heretofore. There were 13 pupils in the day school, and two courses of evening lectures were held.

The *Society of Decorative Art*, the *Lowell Institute*, and the *Massachusetts Institute of Technology* also furnish opportunities for artistic instruction.—(American Architect and Building News, and letter.)

In the *Massachusetts Institute of Technology* there are practical exercises connected with the scientific and literary studies, courses in building and architecture, instruction in free hand and mechanical drawing, and in the shops opportunities for the student to acquire a knowledge of the nature of metals and woods, and some manual skill in the use of tools.

In the *Worcester Free Institute* special prominence is given to the elements of practice in technical training. In the machine shop the use of tools and the management of machines are taught; in the wood room, bench work, wood turning, machine sawing, and planing; in the iron room, drilling, planing, tool making, work with speed lathe, engine lathe, screw machine, &c. The designing and construction of machines also enter into the course.—(Catalogues, 1880.)

In Springfield a firm of machinists has introduced a novel system of apprenticeship. It combines the practical education of the shop with the theoretical education of the school; that is, it is an industrial school in which more time is devoted to practice than to theory. Fifty-eight hours a week are given to the work of the shop and nine hours to study. The term of apprenticeship for those beginning to learn a trade, who are under twenty years of age, is to be six years. Those over twenty finish in five years, and those who have worked in a shop are advanced according to proficiency. The beginner draws from sketches, then takes up projection and diagram, and so on; one year here is thought to qualify him to work from drawings as well as four or five ordinarily. For the first year's labor from 5 to 7 cents an hour is paid, this being regulated according to the age; for the following years, 6 to 12 cents. Two cents an hour, additional, goes into a reserve fund which is paid to those apprentices who finish their full term of service.—(Louisiana Journal of Education, December, 1880.)

Cambridge, Gloucester, and Manchester also had successful schools in industrial art in 1879.

INSTRUCTION IN LANGUAGES.

Dr. L. Sauveur, with several assistants, continued the instruction in the "natural" method of acquiring languages which he has been giving for some years in a summer school of languages at Amherst College, Amherst, as well as in several permanent schools in Boston and elsewhere. In the Boston University School of All Sciences, also, there were extensive and varied language courses under different instructors.

[1] For the New England Industrial School for Deaf-Mutes, see Education of the Deaf and Dumb.

TRAINING IN ELOCUTION.

A *School of Elocution and Expression* was opened in October, 1879, in Boston, with the avowed purpose of carrying out the system of the late Prof. L. B. Monroe, of the Boston University School of Oratory. The course of instruction includes physical training, artistic respiration, vocal development, articulation, phrasing, rhythm, emphasis, melody, æsthetic gymnastics, gesture, philosophy of expression, and art criticisms. The full course, entitling the pupil to a diploma of graduation, is to occupy 2 years of 6½ months each.—(Announcement.)

Several kindred schools advertise in the New-England Journal of Education for 1880.

TRAINING IN MUSIC.

As in former years, instruction in music was given in 1880 in the New England Conservatory of Music, Music Hall, Boston, under Prof. E. Tourgee; in Carlyle Petersilea's Academy of Music, Boston; in the College of Music of Boston University, and in the 5 years' musical course of Wellesley College.

TRAINING IN HOUSEHOLD INDUSTRIES.

In connection with *Lasell Seminary*, Auburndale, *Northfield Young Ladies' Seminary*, Northfield, *Mt. Holyoke Female Seminary*, South Hadley, and *Wellesley College*, Wellesley, students are taught things outside of the regular literary curriculum. At Lasell dress cutting, millinery, cookery, china painting, and art needlework have been added to the course. At Northfield the young women do their own work, including washing. At Mt. Holyoke and Wellesley one hour a day is given to instruction and practice in the details of domestic work.—(Catalogues and circular.)

At the *Newbury Street School*, Boston, a cookery class was to be formed in 1879–'80.—(Circular.)

The *Boston Cooking School* reports 978 practice lessons given during the term; 1,000 different dishes made by the pupils; Saturdays devoted to girls from the public schools, the afternoons to girls from the deaf-mute school; and that one of the classes consists of women from the training schools for hospital nurses.—(Literary Notes.)

The *Kitchen Garden Association*, a society which aims to instruct school children, shop girls, and others in methods of household economy, made its first experiments in 1877 with New York City as a centre. There are normal classes connected with this charity, and, as the kitchen garden is merely the application of the methods of the Kindergarten to the teaching of housework, normal instruction is needed. In 1880 there were 3 classes in Boston, 1 of deaf mutes.—(First annual report.)

In the 39 public schools of Boston where sewing is taught, 70,948 pieces were made or worked upon during 1880. The sewing exhibitions of the different schools are still kept up and the interest in them is said to increase from year to year. This department of school work (introduced in 1876) moves on satisfactorily and many graduates report that they owe their skill in fine needlework to the teaching received at school.—(Report of committee on sewing, 1880.)

TRAINING SCHOOLS FOR NURSES.

Three training schools for nurses in Boston reported to this Bureau in 1879. The *Boston City Hospital Training School for Nurses* was organized in 1878, the *Boston Training School for Nurses* (Massachusetts General Hospital) in 1873 but incorporated in 1875, and the *Training School for Nurses* (New England Hospital) in the Roxbury district in 1872. For statistics, conditions of admission, &c., see Table XVII of the appendix.

EDUCATION OF THE DEAF AND DUMB.

The *Horace Mann School for the Deaf*, Boston, founded in 1869, reported 79 pupils in 1879–'80, twelve of them new ones. Of those present 18 were semi-mutes. Nine instructors make up the corps. Special instruction in articulation and lip reading is given daily to all the pupils. Sewing is taught regularly, and 6 girls took a course of lessons during the year at the Boston Cooking School; 2 classes (12 pupils each) were also provided with "kitchen garden" instruction.

The *Clarke Institution for Deaf-Mutes*, Northampton, founded in 1867, is especially adapted to the education of semi-deaf and semi-mute pupils although others are admitted. The average number of pupils for the year was 81; the primary school contained 62 pupils in 6 classes; the grammar and high school, 20 pupils in 3 classes. Articulation and visible speech are used as means of instruction.—(State report, 1879–'80.)

The *New England Industrial School for Deaf-Mutes*, Beverly, a new institution, was incorporated in 1879. It is under the control of a board of 10 trustees and has 2 professors and instructors. The organization dates from 1876, and the plan originally included a home, where adult deaf-mutes deprived of means of subsistence could find a home and be taught a trade; schooling was also given. Later the home was merged into a school. The school is divided into two departments, one for adults, who find a home and employment, the other for children who receive instruction under competent

achers. The trades include only such as are remunerative and steady in every community. The women receive instruction in cookery, housework, and sewing. The "combined method" is used in the school.—(Return and first annual report.)

EDUCATION OF THE BLIND.

The Perkins Institution and Massachusetts School for the Blind, Boston, reports its work carried on with good results and all its departments well appointed. Founded in 1829, it has given instruction in primary, grammar, and high school studies to 981 pupils. A thorough course of musical instruction and the teaching of various industries enter into the course. The Kindergarten system was introduced during the year in the primary classes, and diplomas were awarded for the first time to the members (6 in number) of the graduating class. The school possesses a printing press and the means of making electrotype plates from which the embossed page can be struck.—(State report, annual report, and return.)

EDUCATION OF THE FEEBLE-MINDED.

Three institutions, the Massachusetts School for Idiotic and Feeble-Minded Youth, South Boston, the Private Institution for Feeble-Minded Youth, Barre (both established in 1848), and the Hillside School, Fayville (dating from May 1, 1870), report for 1879-'80. All teach the elementary branches. In the Massachusetts school, Kindergarten work and simple trades are taught; at the Hillside school, music, drawing, painting, fret sawing, and physical exercises; at Barre, music, calisthenics, and sometimes the higher branches.—(Returns and reports.)

BOSTON SCHOOL FOR LICENSED MINORS.

The 2 schools for licensed minors reported as follows in June, 1880: 2 teachers, 63 average number of pupils belonging, 52 average attendance, 80 per cent. of attendance, and 83 pupils at date of report.—(Boston school report.)

STATE CHARITABLE AND REFORM SCHOOLS.

For the reformation of juvenile offenders ample opportunity is furnished in this State. In addition to the Truant Schools of Boston and Cambridge, the Boston City Almshouse School, and the House of Industry, Boston, there are the Marcella Street Home, Boston, established in 1877; the State Industrial School for Girls, Lancaster, established in 1857; the Lawrence Industrial School, Lawrence, in 1874; the House of Employment and Reformation for Juvenile Offenders, Lowell, in 1851; the Plummer Farm School, Salem, in 1870; the Hampden County Truant School, Springfield (established in the spring of 1880); the Massachusetts State Reform School, Westborough, in 1847; and the Worcester Truant School, in 1863. Some of these are under State authority, the others (with the exception of the Plummer school, which is a private affair, and the Hampden County, which is under county control), under municipal authority. The common school branches and some industrial employments are taught in all but two of these schools. The Lawrence Industrial School and the Hampden County Truant School report no trades taught. For statistics, conditions of admission, &c., see Table XXI of the appendix, and a summary thereof in the report of the Commissioner preceding.

HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

At date of going to press information has been received from 13 out of the 21 institutions usually reporting to this Bureau. Four of these are in Boston, the others scattered throughout the State. All report the elementary branches taught to the children either in the institution or at the public schools; nine teach domestic work or some industry, such as sewing, fancy work, or embroidery. The State Primary School, Monson, reports its system somewhat modified, the school separated into four divisions, a woman appointed principal (she to teach the advanced school and have supervision over the other classes), and a Kindergarten started for those too young to attend the school.—(Returns and report of State Primary.)

For names, location, and statistics, see Table XXII of the appendix, and a summary thereof in the report of the Commissioner preceding.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The annual meeting of the State Teachers' Association was held at Worcester December 27-29, 1880. Although not so large a gathering as at some previous dates, the most earnest representative teachers and superintendents of the State were present. The time allotted to the reading of papers was limited, so that there remained ample opportunity for discussion. Many very valuable suggestions were made and the evening lectures were of special interest. After the organization the first evening Mr. Wm. A.

Mowry, of Providence, R. I., gave an interesting sketch of "Our possessions in Oregon, how we secured them and how we retained them." His lecture was preceded and followed by the reading of selections by Mr. George Riddle, teacher of elocution at Harvard. At the general meeting of the association, after the appointment of committees, a paper on "Teaching morals" was read by L. H. Buckingham. He believes that whatever the teacher would have the children do he must first do himself. This subject was ably discussed, all agreeing that by example pupils are trained in good manners. In the discussion on "Backward pupils" the need of gaining the sympathy of the scholar was shown. A plea for noble character and manly culture among the boys of America was made by Mrs. Mary A. Livermore in her lecture on "The boy of to-day." A report of the formation and formal organization of the "Council of Education" at Chautauqua was made by D. B. Hagar, of Salem; papers were read on "Means and methods in elementary physics;" on "Text books: their merits, defects, use, and supply;" on "Technical grammar;" and on "The study of pedagogy." This last paper, by Hon. John D. Philbrick, explained what is included under the term pedagogy, and defined the true student of pedagogy as "a man well versed in knowledge relating to education." In the different sections the following subjects were under discussion: in the high school section, "The practical side of history" and the "Aim and method of teaching foreign languages in high schools;" in the grammar school section, "Arithmetic: what to teach and what not to teach" and "The critics of our schools;" in the primary school section, "Discipline: its principles and methods in relation to the control and management of the schools and the training of the pupil's mind and character" and "Concerning a science of education."—(Journal of Education, January 6, 1881.)

CLASSICAL AND HIGH SCHOOL TEACHERS' ASSOCIATION.

The thirteenth annual meeting of this association took place in Boston, April 9–10, 1880, the president, Moses Merrill, in the chair. The opening day of the session was taken up with arguments in favor of the study of language "as the threshold of all other knowledge," in favor of a uniformity of requirements for admission to college, and by an interesting account of every day life in German schools. During the second day, in a paper on "The college, the public high school, and the academy," an eloquent plea was made for special courses in high schools, all tending to the development of the pupil in the course or career selected, colleges also to coöperate in this movement by adjusting the requirements for admission to such courses. This was followed by a paper on "The best method of teaching the ancient languages," in which essay the use of oral and colloquial methods was urged by Prof. J. B. Sewall. This subject was discussed by several gentlemen, President Eliot querying why a method which was successful for modern languages should not be equally so with the older tongues. President Andrews, of Marietta College, Ohio, reviewed the history of the reading of Latin and Greek during the last fifty years, suggesting that it had deteriorated in quantity, if not in value. The reports of the committees on the study of natural and physical sciences and on English literature were referred for discussion to the next meeting, and after the election of officers the association adjourned.—(New-England Journal of Education.)

OBITUARY RECORD.

MRS. MARY PORTER COLBURN.

This model Christian teacher was born in Duxbury, Mass., in June, 1827, and died in South Boston, February 2, 1880. Besides some experience elsewhere, she taught 22 years in the Hawes Hall Primary School, Boston, where she instructed more than forty classes of little children. Her qualities of body, mind, and heart made her a natural teacher. Her school governed itself. Her school room was a children's church, yet she knew no sectarianism, no narrow system. Every event was a lesson and every occasion had its teaching. She was in the truest sense the loving friend of children, their guardian, and almost a mother in respect to their social, intellectual, and spiritual needs.—(New-England Journal of Education.)

MISS PHEBE FULLER M'KEEN.

This member of a household of educators was born at Bradford, Vt., July 21, 1831, and died June 3, 1880, while going from Baltimore to her home in Andover. She first became a teacher at Haverhill, N. H., afterwards in the Academy at Peacham, Vt., then at Mt. Holyoke Seminary, where she was associated with one of her sisters, later with another at the Western Female Seminary at Oxford, Ohio, and from 1859 on she was first assistant teacher in the Abbot Academy at Andover, Mass. She early developed a genius for her work, and in the school room she was distinguished for her clear thought and definite expression. An enthusiast in study, the power of imparting that enthusiasm was given her. Her versatile and active mind was shown in the various essays contributed to secular and religious papers and in the three volumes published from 1872 to 1876.—(Introduction to history of Abbot Academy.)

PROF. FRANK EUSTACE ANDERSON.

Born in November, 1844, at Goff's Falls, N. H., he died at Leipzig, Germany, July 15, 1880. Graduating from Harvard College in 1865 with an exceptional record for Greek scholarship, he entered Trinity College, Cambridge, England, his talents having a marked influence on the methods used by the Hellenists of that country. As assistant professor of Greek at Harvard, his teaching gave a new and powerful impulse to Greek, which, as taught by him, became a living language. His activity outside of the class room in forming and carrying out intelligent schemes for increasing the usefulness of the college was also very noticeable.—(Boston Daily Advertiser.)

PROF. LEVI S. BURBANK, A. M.

Professor Burbank, one of the oldest and said to be one of the best teachers of science in Massachusetts, died at his home in Woburn, August 20, 1880, aged 51 years. He filled various positions in educational institutions at the South from 1859 until the war; thenceforward he was connected with various high schools and academies of New England until he settled down (from 1872 to 1877) as principal of Warren Academy, Woburn, which he made a preparatory school for the Massachusetts Institute of Technology and other scientific schools. After the cessation of his duties at this academy he became a lecturer on geology and mineralogy before different institutes and schools of science. In 1871 he wrote on the subject of eozoönal limestones, and at the time of his death was engaged on an exhaustive article on the Eozoon Canadense. He was a member of the Boston Society of Natural History and of the American Association for the Advancement of Science. Thoroughness, frankness, hatred of shams, and scrupulous adherence to duty were his marked characteristics.—(New-England Journal of Education.)

PROF. BENJAMIN PEIRCE, LL. D.

This eminent teacher, author, investigator, and practical worker in the broadest field of mathematical research was born at Salem, Mass., in 1808, and died in Boston, October 6, 1880. For nearly fifty years he filled the position of professor of astronomy and mathematics at Harvard College. A born mathematician, he was a thinker and writer on such subjects from his youth up. The mathematical works issued by him between 1836 and 1846 had a permanent influence on the teaching of that science in this country. The introductory volume to his Celestial Mechanics (published later) is considered one of the most profound and thorough works of the century. A more recent work is his Linear Associative Algebra. Professor Peirce rendered a very important service to astronomy through his labors on Saturn's rings, by the establishment of certain facts pertaining to the planet Neptune, as consulting astronomer to the American Ephemeris and Nautical Almanac, and through his calculations of the occultations of the Pleiades. He was for a time an assistant of Professor Bache in the Coast Survey, and ultimately became superintendent of it (from 1867 to 1874). As a lecturer he showed close scientific reasoning, bold speculation, poetic fancy, vivid ideality, and profound religious faith and reverence. The degree of doctor of laws was conferred on him by the University of North Carolina in 1847 and by Harvard in 1867. In 1857 he was elected a fellow of the Royal Society of London. He was also a member of many learned societies in this country and Europe.—(Various authorities.)

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. DICKINSON, *secretary of the State board of education, Boston.*[1]

[Mr. George A. Walton and Mr. E. A. Hubbard have been for some years associated with Mr. Dickinson as agents of the board for holding institutes, observing schools, conferring with teachers and committees, and giving advice and instruction in the principles and methods of education.]

[1] Mr. Dickinson has been the chief executive officer since 1876. From 1861 till the close of 1876, Hon. Joseph White was the incumbent.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age (5–20)	394, 195	405, 026	421, 322	436, 694	449, 181
Number in primary school districts.	.....	.....	.....	.....	.....
Number in graded school districts.	145, 239	155, 740	166, 540	178, 204	177, 875
Number enrolled in the public schools.	a292, 466	316, 006	324, 615	327, 506	343, 981
Of these in primary school districts.	.....	.....	.....	.....	.....
Of these in graded school districts.	102, 399	110, 096	118, 616	121, 919	124, 467
Percentage of enrolment on whole number.	76½	78	.....	75	79
Pupils in private or church schools.	.....	8, 189	6, 761	5, 845	7, 934
SCHOOL DISTRICTS AND SCHOOLS.					
Number of school districts.....	5, 299	5, 375	5, 521	5, 571	5, 706
Districts with ungraded schools	5, 033	5, 083	5, 210	5, 244	5, 411
Districts with graded schools..	266	292	311	327	295
Number of public school-houses	5, 300	5, 418	5, 572	5, 702	5, 787
Number of sittings in public schools.	374, 760	382, 107	399, 067	407, 072	414, 060
Volumes in public school libraries.	150, 230	158, 025	164, 622	170, 449	187, 951
Average time of school in days.	140	150	140	140	138
Number of private or church schools.	.....	142	133	166	178
Valuation of public school property.	$7, 155, 995	$7, 470, 339	$8, 105, 391	$8, 912, 698	$9, 115, 354
TEACHERS AND THEIR PAY.					
Men teaching in public schools.	2, 971	3, 035	3, 010	3, 156	3, 287
Women teaching in the public schools.	8, 303	8, 624	8, 940	9, 120	9, 191
Whole number teaching.....	11, 274	11, 659	11, 950	12, 276	12, 478
Average monthly pay of men..	$49 92	$49 11	$51 94	$52 45	$51 29
Average monthly pay of women	27 21	26 72	27 13	27 01	28 19
State teachers' institutes held..	16	17	7	13	1
Enrolment at these institutes .	1, 432	.....	705	890	37
Average enrolment at each institute.	.....	75	.....	.....	.....
INCOME AND EXPENDITURE.					
Total receipts for public schools	$3, 330, 472	$3, 563, 479	$3, 743, 353	$4, 107, 584	$4, 168, 064
Total expenditure for public schools.	3, 356, 635	3, 563, 479	3, 743, 353	4, 107, 584	4, 168, 064
SCHOOL FUND.					
Amount of permanent fund available.	$2, 819, 782	$2, 968, 272	$3, 124, 472	$3, 148, 231	$3, 130, 911

a Over 300,000 were said to be enrolled, 533 districts having failed to report.

TICS OF MICHIGAN—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.		Increase or decrease since 1870-'71.	
459,808	469,444	476,806	486,993	506,221	I.	19,228	I.	112,026
.....	.....	283,042	287,818	292,509	I.	4,691	.....	
202,454	.....	193,764	199,115	213,712	I.	14,597	I.	68,473
345,096	357,139	359,702	342,138	362,556	I.	20,418	I.	70,090
.....	.....	227,834	207,881	221,403	I.	13,522	.....	
125,849	.....	131,868	134,137	141,153	I.	7,016	I.	38,754
75	76	75.4	70.2	71.6	I.	1.4	D.	4.9
8,033	8,958	10,634	18,253	18,854	I.	601	.....	
5,834	5,947	6,094	6,252	6,352	I.	100	I.	1,053
5,531	5,652	5,744	5,895	5,963	I.	68	I.	930
303	295	350	353	389	I.	36	I.	123
5,931	6,078	6,159	6,325	6,400	I.	75	I.	1,100
426,611	431,707	435,071	441,291	446,029	I.	4,738	I.	71,269
197,353	222,095	243,779	248,190	261,993	I.	13,803	I.	111,763
146	148	150	150	141	D.	9	I.	1
170	181	211	208	264	I.	56	.....	
$9,257,094	$9,190,175	$8,937,091	$9,011,454	[b]$10,000,000	I.	$988,546	I.	$2,844,005
3,548	3,781	3,916	3,954	4,072	I.	118	I.	1,101
3,286	9,220	9,467	9,662	9,877	I.	215	I.	1,574
12,834	13,001	13,383	13,616	13,949	I.	333	I.	2,675
$48 50	$42 54	$41 41	$38 69	$37 28	D.	$1 41	D.	$12 64
28 28	27 45	26 16	23 48	25 73	I.	2 25	D.	1 48
8	21	46	56	65	I.	9	I.	49
599	.....	2,852	4,144	4,482	I.	338	I.	3,050
.....	.....	62	74	69	D.	5	.....	.....
$4,067,802	$3,792,122	$3,240,486	$3,112,225	$3,002,032	D.	$110,193	D.	$328,440
3,457,860	3,179,976	3,116,519	2,775,640	3,109,915	I.	334,275	D.	246,720
$3,147,918	$3,151,418	....	$2,762,162	$2,880,942	I.	$118,780	I.	$61,160

[b] From a written return.

STATE SCHOOL SYSTEM.[1]

OFFICERS.

For the ten years under review the school system has been administered by a State superintendent of public instruction (elected by the people for two years), a State board of education (having control of the State Normal School and of the examination of teachers for State certificates),[2] and a board of 8 regents of the University of Michigan (elected by the people for terms of 8 years). The local officers have been as follows: county superintendents to 1875, from that time township superintendents, township boards of school inspectors, and district boards (each board of 3 members elected by the people, those of the district boards for 3 years with annual change of one), and boards of 6 trustees (whose election is optional) in districts having over 100 school children. Women have been in these years eligible to district offices and are now employed as school inspectors and superintendents.—(School laws.)

OTHER FEATURES OF THE SYSTEM.

The school system is composed of all grades, from the lowest district school through the union high school to the State university. There are also a State normal school, a State agricultural college, a special State public school, a State reform school, and a State institution for deaf-mutes and the blind, these special schools being supported by legislative appropriations. For the support of the ordinary public schools there has been a permanent State school fund yielding an interest of nearly a quarter of a million, a 2 mill township tax (changed to 1 mill in 1879); also district taxes levied by district boards to provide school-houses, sites, &c., and to prolong schools. By act of April 3, 1869, districts have been required to maintain free schools for 3, 5, or 9 months, according to population; those having less than 30 children of school age, 3 months; those with 30 to 800, 5 months; above that number, 9 months. In April, 1872, a compulsory school law was passed, which requires the attendance at public schools for at least 12 weeks yearly of all between 8 and 14 years of age not otherwise taught. The township tax and interest of the permanent fund are apportioned to school districts on the ratio of the number of children of school age (5–20), the money to be used for teachers' wages only, incidental expenses being defrayed from district taxes. To obtain State aid, the schools must be non-sectar an, must be kept open at least three months, and must be taught by regularly licensed teachers. Normal school graduates receive diplomas from the State board of education, which authorize them to teach in any primary school of the State. Approved high schools send graduates passing a good examination into the freshman class of the university. Township and district libraries were early provided for; also, teachers' institutes and a State teachers' association. Teachers are required to have certificates of qualification from the township superintendent or other lawful authority before they can draw pay from the public fund.—(Laws, 1869, 1873, 1879, and constitutions.)

GENERAL CONDITION.

The statistics in the general summary indicate a healthy and progressive condition of both the graded and ungraded schools of the State. An increase over the previous year is visible wherever such increase is of value and a decrease wherever decrease is a sign of progress. The increased attendance, however, which is particularly noticeable in the ungraded schools, still falls nearly 5 per cent. below that reported two years ago, and is attributed to the better character of the schools maintained in the rural districts. These ungraded or primary schools are said to be finally improving, through the influence of county institutes and the better sentiment prevailing in regard to local supervision. The number of libraries remains about the same as in the previous year, but the number of volumes has largely increased, and the total amount paid for their support is larger by $12,573. Graded and high schools have increased, and in their courses for the last few years more attention has been paid to their place in the general school work. The standards of admission to the professional schools have been raised somewhat and the courses lengthened. The work of the normal school, of the university, and of the various incorporated institutions seems to have been unusually successful. A series of farmers' institutes, held in different sections of the State by the faculty of the Agricultural College, benefited school officers and through them benefited the schools. As a whole, gratifying progress in educational matters was felt.—(State report.)

RÉSUMÉ FOR THE TEN YEARS.

By act of April 3, 1869, the public schools of the State were made free to all pupils within the limit of the district, and the assessing of rate bills was abolished. Notwithstanding this law, many children never entered a school-house, so the demand was made to either repeal the free school law or enact a compulsory one. This last was done, and although it was not to take effect till the close of the school year 1871

[1] The State school system is here presented as it existed under the laws of 1879. The changes in the laws made in 1881 will be presented in the report for that year.

[2] The right to examine candidates for State certificates dates from 1879.

good results were felt prior to that date. In 1870, the average length of the schools increased from 6.2 months, which had been the uniform average for several years, to 6.9 months. In 1871 more fine school buildings were erected than in any previous year and better internal arrangements and more suitable apparatus were also found, all showing an increasing interest in the school system. In 1872 it was reported that constant progress had been going on for eight years and that the amount invested in school buildings and school property had nearly quadrupled during that period. Of the 125 graded schools which made full reports in 1874, there were 76 sustaining four departments (primary, secondary, grammar, and high school), 32 that had 3 departments (primary, intermediate, and higher), and 17 that were divided into primary and higher. The diplomas issued by eight of the first class schools were recognized by the State university. In 1875 there was advance in nearly every item in school matters: 128 new districts were organized and school-houses, teachers, attendance, receipts, and expenditures for schools all were increased. This, in the midst of financial distress and general depression in business, augured well for the growing popularity of the schools. In this year, when the change from county to township superintendents took place, 3,722 visits to the schools were made by the former and 5,467 by the latter. The directors' visits numbered 14,117. Township and district libraries too increased in these years proportionately to the increase in population. From 1866 to 1876 there was a growth of nearly 125,000 in the school population, while the attendance on the schools was almost 75 per cent. of the number enumerated in the census. Including the number attending select and denominational schools, 80 per cent. of the children of school age were in school during each year. In 1876 it was stated that the policy inaugurated four years before, of bringing the high schools into a closer relation with the university, had proved a wise one and had given increasing satisfaction from year to year. The university, too, had modified its plan of admission. Previously it had received students from a few approved high schools on diploma. From 1876 it has approved any good high school which thoroughly prepares students for the university classes. In 1878 a large decrease in the amount of school district indebtedness, added interest in building up township and district libraries, and an increase in the average length of schools gave evidence of progress.—(State reports.)

KINDERGÄRTEN.

The Kindergarten of the German-American Seminary, Detroit, was established in 1869, with a conductor, 2 assistants, and 40 pupils. In 1874 there were 4 of these schools, all under private management: one at Flint, one at Kalamazoo, the one at Detroit, and one at Grand Rapids. Still another was referred to at Detroit, but no definite knowledge was obtainable; arrangements were also made in that year to open another at St. Joseph. In 1875 the one at Kalamazoo was given up. In 1876 and 1877 2 were reported at Grand Rapids and 1 at Detroit. The number in 1880 was 6: 4 in Detroit, 1 at Grand Rapids, and a new one at Ionia.—(Special returns.)

CITY SCHOOL SYSTEMS.

OFFICERS.

In certain cities, covered by a general law for graded school districts, there are boards of 6 trustees, elected by the people for terms of 3 years each. In some others there are different arrangements according to special laws.[1] Ordinarily a city superintendent of schools chosen by the board has charge of school matters.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Adrian	7,849	2,122	1,393	1,000	29	$31,801
Ann Arbor	8,061	2,483	1,877	1,419	35	28,428
Bay City	20,693	5,411	2,007	1,660	45	31,080
Detroit	116,342	39,467	15,719	10,818	250	214,036
East Saginaw	19,016	5,885	3,011	2,239	54	42,545
Flint	8,410	2,360	1,783	1,149	35	33,884
Grand Rapids	32,015	9,784	5,390	3,464	99	79,052
Jackson	.....	2,315	1,762	.....	37	47,976
Kalamazoo	11,937	3,007	2,139	1,448	45	34,386
Lansing	8,319	2,271	1,577	961	29	21,704
Muskegon	11,262	3,807	1,786	1,018	33	26,319
Port Huron	8,883	3,003	.....	.....	.....	22,425
Saginaw	10,525	3,245	1,776	1,265	34	25,600

[1] By act of March, 1881, relative to free schools, there is in Detroit a school board of 12 instead of 28 elected members, 6 to serve for 2 years and the remaining 6 for 4 years, these to be elected from the city at large, instead of 2 from each ward as formerly.

ADDITIONAL PARTICULARS.

Adrian divides her schools into primary, grammar, and high; has 5 school buildings valued at $109,500; reports an additional grammar school formed during the year, and also increased attendance in the high school (this in part owing to the introduction of a commercial course). Marked improvement in penmanship is reported.—(City report, 1880.)

Ann Arbor reports high, grammar, and primary grades in 6 buildings containing 1,200 sittings; value of buildings, with sites, furniture, and apparatus, $140,500. The schools were in a prosperous condition, with the enrolment and attendance a little higher than in 1878–'79. Drawing received more than the customary attention, the teachers of grades 3 to 6 inclusive meeting the special teacher every third week for instruction in methods of teaching it. Music and penmanship were taught by special teachers. The high school enrolment was above that of the preceding year, the graduating class also larger.—(Report and return.)

Bay City reports school property valued at $145,000; the average monthly wages of men, $164.44; of women, $37.04; special instruction given in vocal music; 270 pupils studying German, 27 French, and 30 Latin.—(State report.)

Detroit reports school property worth $864,000; 28 school buildings, with 13,208 sittings; 12 grades in the high, grammar, and primary schools; and graduate students admitted to the high school. During 1879–'80 two school-houses were completed and opened, yet more accommodation was required, the schools being crowded and children waiting for seats. Special teachers of music, drawing, reading, and penmanship were employed. The night school enrolled 414 to December, 1880, with an average nightly attendance of 158, and most of the time 6 teachers were employed. The number of subjects taught in the high school was reduced in August, 1880, and a steady and encouraging advance was reported in this grade. Enrolled in private schools, 6,514; the public schools were taught 196 days.—(Report and return.)

East Saginaw reports 11 school buildings, valued, with sites, &c., at $177,500; 2,843 sittings for study, which, with the 400 sittings in private and church schools, made a grand total of 3,243 sittings; the schools divided into primary, grammar, and high; special teachers in music, drawing, and penmanship; school taught 178 days; and 3 private or parochial schools, enrolling 476 pupils.—(Return.)

Flint reports 4 grades in the primary and 4 in the grammar department; also, a high school, with a principal and 3 assistant teachers. Of the 35 teachers, 2 were specially employed for writing, drawing, and music. The receipts for the school year to March, 1880, were $33,860. During the last half of the year the work in arithmetic for the primary grades was diminished, to make room for exercises calculated to develop the observing powers of children. Botany was introduced in the spring; fine boxes of geometrical forms were also placed in the hands of teachers; and similar plans to arouse the interest of pupils are to be tried from time to time.—(Brief reports.)

Grand Rapids reports an increase of 95 per cent. in the population of the city in the last decade, a corresponding growth in the membership of the schools and in the number of teachers employed, and a gradual change in the character of the schools, owing to the immigration of a large laboring class and to the rapid growth of manufacturing interests. The modifications in the course of study during that time were such as to make the daily work in the schools eminently practical. In 1879–'80 there were 16 schools (divided into primary, grammar, and high), with 4,485 sittings for study. Two new buildings were in readiness at the commencement of the last school year, and another was to be ready at the opening of the winter term. An industrial school for girls, opened in the year, accomplished much, but was soon discontinued on account of the expense. The evening schools enrolled 337 scholars, who were under the charge of 7 teachers. In the day schools 2 special teachers were employed, one for drawing and penmanship, the other for music. Private and parochial schools enrolled 1,000 pupils.—(Report and return.)

Jackson had school property in district No. 1 (alone reported in the "city statistics") worth $75,000.—(State report.)

Kalamazoo reports primary, grammar, and high school departments; school property worth $80,000; total cost per capita for education, $14.20; 2 special teachers, in addition to the 45 regular teachers: and the average monthly belonging, 1,570.—(State report.)

Lansing had 1,033 pupils as the average number belonging; 30 teachers, including 1 special teacher; 37 pupils as the average to each teacher; vocal music, Latin, and German taught; school property worth $106,000; and the average monthly wages of men, $30.36; of women, $44.—(State report.)

Muskegon reports 7 school buildings, with 1,400 sittings; school property worth $81,309; and additional school room required. A comparative table shows an increase in the last eight years of 1,190 in the number of children of school age and of 407 in average daily attendance. The schools are divided into primary, grammar, and high, 4 years in each grade. The work in arithmetic in the primary grades was said to be very thorough; penmanship as taught from copybooks was changed to more practical drill

through exercises set on the blackboard. Much attention was also paid to composition and the general use of language in the higher grades. The enrolment in private and parochial schools was 500.—(Report and return.)

Port Huron reports, in addition to the number of youth of school age and the total expenditures, only the value of its school property ($87,400) and the average monthly wages of teachers (men $75, women $32.54). The amount paid for superintendence and instruction during 1879–'80 was $9,310; the number of school days taught, 197.—(State report and return.)

Saginaw reports 6 different school buildings, with 1,616 sittings for study; school property valued at $100,000; the schools taught 195 days; special teachers in music, drawing, and penmanship; and an enrolment of 500 in private and parochial schools.—(Return.)

TRAINING OF TEACHERS.

STATE PROVISION FOR NORMAL INSTRUCTION.

The *Michigan State Normal School*, Ypsilanti, organized in 1852, is made by the constitution a part of the educational system of the State, and is under the control of the State board of education. Its sole aim is to prepare teachers for their work in all departments of the district and graded schools, and since its establishment more than 10,000 persons have attended its instructions, of whom (it is said in the State report for 1880) 843 completed one or other of its courses, graduating and teaching on an average more than three years each. The report for 1880 showed 404 in the model school, 71 in normal courses, and 58 graduates. Up to 1876 the school did much academic work, but in that year began to admit students on their diplomas of graduation from the public high schools. In 1878 there was a rearrangement by which its school of observation and practice was to represent all the departments of the best graded schools, so that applicants for admission to the normal school, if found deficient in their preparation for it, could have the means for such preparation there. This school, moreover, while under the charge of a principal and two skilled assistants, was to be taught by the normal school students in the main, under the direction and inspection of their professors. The normal courses, too, which had been 2 years for common branches, 3 for full English, 4 for modern languages, and 4 for classical, were compressed and remodelled so as to give a common school course, an advanced English, and a language course of 1 year each, to be taken either singly or in succession as "normal professional courses." With these newly arranged courses the school entered on more thoroughly professional work in a fine new building erected for it by the State. But either the 4 years' language courses were not given up or they have been reintroduced in a modified form, for in the catalogue of 1879–'80 they appear again in connection with a 4 years' English course, all termed "normal academic courses."—(State reports and catalogues.)

The *course in the science and the art of teaching* organized in the University of Michigan in September, 1879, offered two courses of instruction for 1879–'80. The first inclined to the practical and included school supervision, grading, courses of study, examinations, the art of instructing and governing, school architecture, school hygiene, school law, &c. The second semester took in the historical, philosophical, and critical, embracing the history of education, comparison, and criticism of the systems of different countries, the outlines of educational science, the science of teaching, and a critical discussion of theories and methods. One instructor is reported at date of July 1, 1880, and 71 students, 47 of whom had already received academic degrees. In order to teach in the public schools, graduates, although college bred, are required to pass an examination.—(Announcement for 1880–'81 and return for 1879–'80.)

OTHER NORMAL TRAINING.

Mr. and Mrs. Hailmann's Training Class for Kindergartners, which was opened in 1875 at Milwaukee, Wis., now reports from Detroit, where it had, June 24, 1880, 3 resident instructors and 23 normal students. Nineteen pupils had graduated in the last scholastic year, and 14 were already engaged in teaching. The course of study can be completed in one year; a model school is attached to the institution. A preliminary diploma is given on completion of the course and a final diploma after two years' experience in teaching.—(Return.)

Teachers' courses are reported in 5 colleges. At Adrian there was a 2 years' course; at Albion, 2 courses of 3 and 4 years; at Battle Creek, a 4 years' course and at the opening of each college year an 8 weeks' drill for teachers; at Hillsdale, a normal course lasting 2 years; and at Olivet College, a ladies' course of 4 years.—(Catalogues.)

TEACHERS' INSTITUTES.

The State superintendent says that until some four years ago teachers' institutes, being considered an expensive luxury, were only held, for the twenty years preceding, at the rate of about ten a year. The institute law of 1877 inaugurated a definite system, embracing an institute each year in every county of the State and a State institute

for the conductors and instructors in these local institutes. The result has been to bring to the service of the State a well trained corps of instructors, who have carried the best methods of teaching and discipline to the teachers of the primary schools, and so have done much to awaken public sentiment to the need of improvement in the rural districts. Training classes in connection with the larger city systems of schools have latterly become an established feature of their work. Public interest in the work of the institutes has steadily increased since 1877, and the interest in the newer northern counties has been especially marked. The whole number held during 1879–'80 was 65; total attendance, 4,482; average at each institute, 69. The State institute was not held in 1880, as the institute of 1879 went over the ground of two years and prepared a syllabus of work for the series of 1879–'80 and 1880–'81.—(State report.)

EDUCATIONAL JOURNALS.

The Michigan Teacher, published at Niles (and for a short time at Ypsilanti), dated from January, 1866. The School, published at Ypsilanti, dated from 1872. Both of these monthlies became a part of the Chicago Educational Weekly in January, 1877.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The establishment of a practicable scheme of secondary education was the work of more than a score of years. Union and high schools were not ingrafted into the Michigan system of education until ten years after the State had an existence. To-day the graded schools are educating nearly one-half of the school population of this State, and they furnish secondary education of a more or less extended character to about 400 communities. The number of graded and high schools reported in 1879–'80 by the township inspectors was 389, an increase of 36 over the previous year; the number of pupils studying Latin was 1,671, Greek 194, French 417, and German 2,339. During the past few years the relation of the high school to the normal school and the university has been more clearly defined by the admission of their graduates to the latter since 1871 and to the former since 1876 on a diploma from any approved school. The feeling has also grown up, says the State superintendent, that the work for the schools of the smaller villages is quite distinct from that of the high schools of the large villages and cities, and he thinks that with the adoption of a ten years' course of study a new era will dawn for the schools of the smaller villages. Some of the cities report as to their high schools as follows: Adrian, a Latin-scientific and a scientific course of 4 years, a Latin and English course of 3 years, and a commercial course of 2 years; Ann Arbor, classical, Latin, English, scientific, and commercial courses; Detroit (by return), 718 pupils enrolled in the high school and 591 in average daily attendance; East Saginaw, 190 enrolled and 145 in average daily attendance; Grand Rapids, English, classical, Latin-scientific, scientific, and engineering, French, and German courses; Muskegon, 2 courses, Latin and English-scientific, of 4 years each; and Saginaw, 89 sittings, 2 teachers, 102 enrolled, with 88 in average daily attendance.—(State and city reports and returns.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Michigan*, Ann Arbor, chartered in 1836 and organized in 1841, is a non-sectarian institution which, through aid from the State and from the proceeds of United States land grants, offers tuition at very low rates to all who are qualified for admission. It is governed by a board of regents who are elected for 8 years' terms. The university comprises a department of literature, science, and the arts, schools of medicine and surgery, law, pharmacy (dating from 1868, but not recognized as a separate organization until December, 1876), dentistry (dating from 1874), and a homœopathic medical college (from 1875). Women were first admitted to the university in 1870–'71. The admission of pupils from certain accredited high schools without further examination was first tried in 1871–'72; in 1880 there were 16 high schools holding this relation to the university. In 1875 a school of mines was established, and in 1876 a school of architecture, but these were partially discontinued in 1876–'77, owing to a failure of appropriations. Temporary arrangements were made, however, in 1878–'79 for a continuance of the school of mines through that year, but instruction in the school of architecture was still suspended. In the department of literature, science, and the arts different courses lead to the degrees of B. A., B. S., PH. B., B. L.,

C. E., and M. E., but after 1881 the PH. B. will not be conferred and C. E. and M. E. will be given only as second degrees.

Modifications were made in 1878 in the literary and scientific department: elective studies were allowed in all save the engineering courses; a certain number of persons were permitted to take special subjects without studying for a degree; those desiring degrees were required to take a certain number and kind of studies, and any one was permitted to take his degree when the preparation for it was complete, even if in advance of the ordinary time. An English course in continuation of that in some high schools was also introduced. These changes are said to have given a great impetus to the literary department, so that in the following year the number of students was increased about 20 per cent. A professorship of the science and art of teaching was established in 1879, so as to give systematic instruction in pedagogy in this institution. The report for 1880 shows a steady advancement in the great work for which the university was organized. The year was distinguished by largely increased attendance, by decided improvement in the standard of scholarship in all departments, and by order and harmony in the internal working of the university. The total of students in 1870 was 1,110; in 1879–'80 it was 1,427, of whom 448 were in the college proper, the others in the professional schools. This increase is very gratifying, especially as the requirements for admission and graduation were much more stringent in the latter year. There were 138 women attending during the year, and 59 of those in the literary department were candidates for degrees. Since 1841 about 8,000 students have been under instruction here.— (Reports of the university since 1870 and president's report for 1880.)

The other colleges reporting (all giving instruction to women) are Adrian, Albion, Battle Creek, Hillsdale, Hope, Kalamazoo, and Olivet, Grand Traverse having been suspended in 1879 for repairs and completion of buildings. All report preparatory and classical courses; all, except Hope, scientific courses (Albion adding a Greek-scientific and a Latin-scientific course in 1878–'79). Normal courses were found in all but Hope and Kalamazoo; while Battle Creek had a 4 years' normal, with a 4 years' minim department composed of children under 14 and forming a practice school for the normal students to work in. Battle Creek had also a commercial course, and Hillsdale a commercial and telegraphic course. Adrian and Hillsdale Colleges had philosophical courses, while music, drawing, painting, and some of the modern languages enter into the curriculum of the majority. All these colleges were organized before 1870, except Battle Creek, which dates from 1874. For statistics, see Table IX of the appendix; for a summary of them, the report of the Commissioner.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

As heretofore stated, coeducation of the sexes is very general in the colleges throughout the State. For institutions especially devoted to young women, see Table VIII of the appendix, and a summary of this in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Michigan State Agricultural College, Lansing, the first of the existing agricultural colleges of the country, chartered in 1855, was opened to students in May, 1857. The regular course is 4 years, and there are also select and graduate courses. The endeavor is to give students the benefits of daily manual labor, to prosecute experiments for the promotion of agriculture and horticulture, to afford instruction in such courses of study as apply to science in its relations to military pursuits and the various arts of life, and to offer a general education to the farming classes. Horticulture, agricultural chemistry, stock breeding, building, mechanics as applied to implements, surveying, levelling, and the laying out of grounds are taught in the course. The professors take part in winter institutes which are held in various portions of the State under the auspices of the State board of agriculture. The degree of B. S. is conferred on students completing the full college course and passing the proper examinations; that of M. S., on graduates of 3 years' standing who have been engaged for 2 years in scientific studies and have presented an acceptable thesis.—(Catalogue, 1880–'81.)

The University of Michigan and 6 of the colleges report scientific courses. The university course comprises civil, mechanical, and mining engineering, also special and advanced courses in palæontology, zoölogy, botany, physics, astronomy, and chemistry.

For statistics of scientific schools, courses, and departments, see Tables IX and X of the appendix, and the summaries of them in the report of the Commissioner preceding.

PROFESSIONAL.

Theological courses are found in Adrian (Methodist Protestant), Battle Creek (Seventh Day Adventist), and Hillsdale (Free Will Baptist) Colleges. In the first the length of course is not given, but the studies indicate a 3 years' course; in the second there is a

3 years' course, with two years biblical preparatory; in the third, a 3 years' course and a preparatory class. A fair acquaintance with English studies must be shown by all desiring admission to these schools.—(College catalogues.)

A *legal* education is furnished by the law department of Michigan University. The course is 2 years, one term of 6 months each year. A good English education is required for entrance. The students have class recitations and examinations daily in addition to the usual course of lectures. The faculty was strengthened during the year by the addition of a new chair. Students in 1879–'80, 395; graduates, 175.—(Catalogue and return.)

Medical instruction is given in the Department of Medicine and Surgery and the Homœopathic Medical College, both connected with the University of Michigan, and in the Detroit Medical College. The first and last are "regular" schools. In these, as also in the pharmacal and dental schools of the State University, there are preliminary examinations for non-graduates. The two schools of the university have had 3 years' graded courses of 9 months each year since 1877 and made these obligatory for 1880–'81. The Department of Medicine and Surgery has also 2 optional courses in physiological and pathological chemistry and in toxicology. Both medical schools report an increased attendance during 1879–'80. In the Detroit Medical College, after the session of 1880–'81, there will be a preliminary examination, an increase of the regular term to six months, obligatory attendance on three regular terms instead of two, the grading of both practical and didactic studies, largely increased practical work during the first two courses, daily clinical work during the entire last course, and a division of students into three distinctly graded classes.—(Announcement, 1880–'81.)

A new medical school, the Michigan College of Medicine, at Detroit, is reported for 1880. Its rank is yet unknown.

The *Dental College* of the University of Michigan, organized in 1875, reports for 1879–'80 a 2 years' graded course, with one of 3 years strongly recommended. The requirements in 1880 were as follows: attendance on 2 full lecture courses of 6 months each, with 3 years of study; a thesis; and satisfactory specimens of dental work, operative and mechanical.

The *School of Pharmacy*, also connected with the university, reported as requirements for graduation a graded course, 2 years of 9 months each; daily recitations and lectures, with daily work in the laboratories of 4 to 5 hours during 3 semesters in analytical chemistry, one semester in micro-botany, and one in pharmacy.—(Announcements, 1879–'80 and 1880–'81.)

For statistics of the above professional schools, reference is made to Tables XI, XII, and XIII of the appendix, and summaries of these in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Michigan Institution for Educating the Deaf and Dumb and the Blind*, Flint, was founded in 1854. Commencing in that year with 12 pupils (11 deaf and dumb and 1 blind), the number has increased until an annual average attendance of 250 has been reached. From 1854 to the close of 1879–'80, the whole number under instruction was 832. Of these, 659 were deaf and dumb and 173 blind. In 1879–'80 there were 243 pupils reported. For several years the attendance has been such as to greatly crowd the institution, so that by an act of the legislature in 1879 provision was made for the removal of the blind. This removal was to Lansing, where in September, 1880, a school was opened with the title of "Michigan School for the Blind." Notwithstanding the withdrawal of this class of unfortunates, the autumn of 1880 found as many deaf and dumb in the institution as would equal the combined numbers of both classes present one year before. The common school branches, including the elements of natural philosophy, chemistry, physiology, astronomy, &c., are taught. The usual industries are continued, except that at the opening of the term in 1880–'81 the broom and basket shops were removed, with the other effects belonging to the blind department.—(Biennial report and return.)

The *Evangelical Lutheran Deaf and Dumb Institution*, Norris, which is under the control of the aid society of that denomination, was founded in 1873. Since that period 70 pupils have been instructed in religion and the common branches, while in 1879–'80 there were 36 pupils and 3 instructors. The average number of years spent in the institution is six; articulation and lip reading are taught.—(Return, and report of the board of corrections and charities.)

The *Class in Articulation for the Deaf*, founded in Aurora, N. Y., in 1871, and removed to Marquette, Mich., in 1879, is under private control. The usual public school branches were taught by one instructor to 3 pupils in 1879–'80.—(Return.)

EDUCATION OF POOR AND NEGLECTED CHILDREN.

The *State Public School for Dependent Children*, Coldwater, was incorporated in 1871 and organized in 1874. The system in this school is the family and congregate com-

bined. The children work, eat, and attend school together in the main building, but in all other respects form separate families of 25 to 30 members. Since the opening of the school 944 dependent children have been admitted and over 500 have been placed in homes. The average number annually placed in families is about a hundred. Children are admitted between the ages of 3 and 12 years. They are instructed in shoemaking, sewing, knitting, farming, and general housework, in addition to studies equivalent to those from the first primary through the third intermediate grade. All but the youngest attend school 4½ hours each day. In the lowest rooms the instruction is largely oral, with the aid of object lessons. Industrial employments occupy about 3 hours daily. Telegraphy is also taught by one of the boys.—(Report and return.)

The *Detroit Industrial School*, incorporated in 1859, is a private institution in which poor children are taught the common English branches, also to sew and knit and to assist in making their own clothing. The school session is from 9 to 3, and at noon a warm dinner is furnished.—(Report of the board of corrections and charities.)

The *Home of the Friendless*, Detroit, established in 1861, affords temporary shelter to destitute women and girls till they can find employment. It also provides a home and teaching for destitute and homeless children between 2 and 12 years of age. During 1880 there were 155 children instructed and clothed.—(Report of the board of corrections and charities.)

The *Protestant Orphan Asylum*, Detroit, provides, as far as possible, homes in good families for orphan and homeless chilren, whom it prepares for such homes by instruction in the ordinary English branches, as well as in sewing and general housework. Inmates, 40 in 1880.—(Report of the board of corrections and charities.)

St. Vincent's Orphan Asylum, also at Detroit, was organized in 1851, but was not incorporated until 1871. Good homes are provided for many children; to those in the asylum various branches of an English education and vocal music are taught. Instruction is also given in sewing, embroidery, knitting, cookery, and general housework.—(Return, and report of the board of corrections and charities.)

St. Vincent's Male Orphan Asylum, Detroit, has been in operation twelve years. Its advantages are restricted to boys between the ages of 5 and 12 years, and it is designed to obtain for them homes, for which they are prepared by such education as time will permit to be given.—(Report of the board of corrections and charities.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *Michigan State Reform School*, at Lansing, opened for the reception of inmates September 2, 1856, had committed to it from that date to September 30, 1880, 2,312 persons, 316 of these being present in 1879–'80. The age of commitment was 7 to 16 up to 1867; subsequently, 10 to 16. By an act of April 28, 1877, the boys were to be kept until their eighteenth year, unless discharged earlier by reason of good conduct. The importance of self control and self respect is impressed on them, and, with the possibility of discharge before them, they seem disposed to conduct themselves well. The institution has gradually changed since 1856 from a prison to a school with no prison-like surroundings. During 1879–'80 the boys made good progress in the school and work rooms, and the institution was in a prosperous condition in every department. Military drill was introduced a few years ago, and the boys are said to have attained great proficiency in the manual of arms and in soldierly bearing.—(Report and history of the institution.)

Reform School for Girls, Adrian.—By act of 1879 the sum of $30,000 was appropriated for a site and building for this school. The site chosen was near Adrian, and a building was commenced in the summer of 1880. The institution will probably be opened in the autumn of 1881. The general supervision and government are to be invested in a board of control to consist of four women and two men.—(Report of the board of corrections and charities.)

The *Detroit House of Correction* reported 2,155 inmates in 1880. Among these were 37 who could neither read nor write and 135 who could read but not write. The elementary English branches are taught and several industries. The inmates showed zeal and earnestness in their allotted tasks, and at the closing exercises of the school a number of well written and thoughtful essays were prepared for reading in public. The industries, such as chair, cradle, and bedstead manufacture, were pushed forward with energy, and the articles were reported to be well made.—(Report.)

The *Michigan State House of Correction and Reformatory*, established in 1877 at Ionia, was for males from 16 to 25 years of age. By act of 1879 all limitations as to age were removed and some changes were made as to the class of persons to be admitted. Since 1877, 2,384 persons have been committed to the institution. Of the 886 inmates received during 1879–'80, the justices' courts sent 496 between the ages of 26 and 77. The elementary branches, cigar making, shoemaking, tailoring, and baking are taught, and all who are able are expected to perform some manual labor.—(Return and report of the board of corrections and charities.)

In the *State Prison* at Jackson a department of education was instituted during 1880.

The schedule of studies includes the elementary branches, United States history, book-keeping, civil government, natural philosophy, physiology and hygiene, and mental and moral philosophy. The regular course will extend over 3 years, and sessions will be held each evening, Sundays excepted.—(Educational Weekly, January 6, 1881.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

By act of February 12, 1857, the formation of teachers' associations became a part of the law, yet these gatherings were evidently instituted prior to that date, as the session held at Lansing December 28–30, 1880, is called the thirtieth annual meeting. The opening address for the year 1880 was by Dr. Malcolm MacVicar, the new principal of the State Normal School, on "The teacher and his work." The object of this discourse was to show that the teacher should aim to produce in his pupil three results: power, or the ability "to bring to pass," habit, and knowledge. President C. B. Thomas considered "The association and the educational interests of the State." He said an association should be the heart, to quicken the educational pulse in the remotest district; the ear, to gather notes of progress from every point of the compass; the voice, to cry that the paths of educational progress be made straight. The next subjects discussed were "The proper sphere of the village high school;" "Text books versus better methods in the school room;" "Methods in history;" and "The place of technical grammar in the schools of to-day," in which Prof. I. N. Demmon maintained that grammar cannot be dispensed with if accurate linguists are to be produced. Hon. C. A. Gower, State superintendent of public instruction, chairman of the committee on "needed legislation," presented a number of educational topics, which were largely discussed. The discussion resulted in a general expression of the desire of the association to have the best kind of supervision and much of it; to have a board to examine teachers, this board to be a central State board composed of specialists; to have a different examining and supervising power; and to have the province of the State superintendent enlarged, his pay increased, &c. The evening's session was occupied by Wm. I. Marshall with an illustrated lecture on the Yellowstone National Park. The topics of the last day were "The new botany," by Prof. W. J. Beal, Agricultural College, Lansing; "Primary errors," by W. N. Hailmann, Detroit; and "To what extent do the strictures of Mr. Charles Francis Adams, in the November Harper's Monthly, apply to Michigan superintendents?" by Prof. W. H. Payne, of the University of Michigan. A paper by H. N. French, of Kalamazoo, on the university diploma system, caused animated discussion. The intention of the paper was to show that the diploma system works injustice to those schools not enjoying this privilege. The last paper read, "A study in natural science," was accompanied with practical illustrations. An address on "School boards: their responsibilities to the people and their duties to the schools," by Judge Thomas A. Cooley, of Ann Arbor, appears in the transactions of the association. After the election of officers the meeting adjourned.—(Laws, State report, and Educational Weekly.)

OBITUARY RECORD.

PROF. JAMES CRAIG WATSON, LL. D.

This eminent astronomer was born in Elgin County, Canada West, January 28, 1838, of American parents, who soon afterward settled in Michigan. Graduating at the University of Michigan in 1857, he became teacher of mathematics there and assistant in the observatory. He was appointed professor of astronomy, 1859; of physics and mathematics, 1860; and from 1863 to 1878 was director of the Ann Arbor Observatory. In the course of his connection with the university he added 23 new planetoids to the list of those already known, and also discovered the planet Vulcan. He was the author of a number of astronomical works and a valued contributor to many scientific journals. Professor Watson was often called on to take charge of Government expeditions for astronomical observation; he was in this way sent to Mount Pleasant, Iowa, in 1860, and to Wyoming Territory in July, 1878, to observe solar eclipses; to Carlentini, Sicily, in 1870, also to observe an eclipse of the sun; and to Pekin, China, in 1874, to observe the transit of Venus. For his different discoveries and contributions to the world's knowledge he received, in 1870, the award of the gold medal of the French Academy of Sciences; was made member of the National Academy of Sciences, in 1867; of the American Philosophical Society, in 1877; of the Royal Academy of Sciences of Italy, in 1870; and in 1875 Knight Commander of the Imperial Order of the Médjidié, of Turkey and Egypt. The University of Leipzig, in 1870, and Yale College, in 1871, conferred on him the degree of PH. D.; and Columbia College, in 1877, the degree of LL. D. In 1879 he left Ann Arbor to take charge of the new observatory of the Wisconsin State University, at Madison, where he was engaged in astronomical experiments at the time of his death, November 23, 1880, at the age of 43.—(Scientific American, Journal of Education, Teachers' Guide, and Educational Weekly.)

CHIEF STATE SCHOOL OFFICER.

Hon. CORNELIUS A. GOWER,[1] *State superintendent of public instruction, Lansing.*

[Term, by appointment, from September 3, 1878, to January 1, 1879; by election, from January 1, 1879, to January 1, 1881.]

Other superintendents in the ten years have been Hon. Oramel Hosford, 1865–1873; Hon. Daniel B. Briggs, 1873–1877; Hon. Horace S. Tarbell, 1877–1879. Mr. Tarbell resigning before the expiration of his term.

[1] Mr. Gower has been succeeded by Hon. Varnum B. Cochran; term, 1881–1883.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age (5–21)	169,017	180,020	196,065	210,194	218,641
Whole enrolment in public schools. *a*	157,507	179,528	172,705	181,623	137,809
Number of these in graded schools.	17,681	13,925	23,676	23,255	34,308
Different pupils in public schools.	113,983	120,352	124,583	128,902	130,280
Average daily attendance in them. *a*	101,377	110,711	109,780	126,605	71,292
Average attendance in graded schools.	.....	.....	.....	.....	18,808
Pupils in schools other than public.	2,622	2,900	2,724	3,814	.....
SCHOOL DISTRICTS AND SCHOOLS.					
Number of school districts	2,732	2,933	3,137	3,266	3,302
Number of these reporting	2,646	2,836	2,881	3,114	.....
Districts with graded schools..	24	23	42	49	35
Number of such schools	251	214	369	151	222
Public school-houses reported .	2,310	2,470	2,568	2,758	2,975
Number built within the year .	228	229	228	276	242
Cost of these as completed	$170,186	$150,156	$203,712	$253,554	$208,030
Valuation of all public school property.	1,758,133	1,783,326	2,089,201	2,338,700	2,808,156
Number of different public schools.	3,803	4,207	4,356	4,610	3,085
Average time of such schools in days.	133	132	132	133	130
Schools other than public reported.	20	19	28	36	.....
TEACHERS AND THEIR PAY.					
Men teaching in the public schools. *a*	1,482	1,656	1,639	1,834	1,604
Women teaching in the same *a*.	2,903	3,056	3,567	3,648	3,096
Whole number employed *a*	4,385	4,712	5,206	5,482	4,700
Average monthly pay of men..	$37 68	$37 39	$37 84	$41 46	$41 36
Average monthly pay of women	25 51	24 57	26 84	28 91	28 91
Teachers in schools other than public.	85	93	76	106	564
INCOME AND EXPENDITURE.					
Whole income for the public schools.	$1,112,113	$1,066,598	$1,093,706	$1,254,100	$1,861,158
Whole expenditure for them ..	1,011,657	990,936	942,333	1,155,542	1,158,447
STATE SCHOOL FUND.					
Amount of such fund available.	$2,544,076	$2,773,098	$2,907,624	$3,030,127	$3,200,127

a Including number in both winter and summer

OF MINNESOTA—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
228,362	238,362	271,498	.....	.....	.....	.....
203,278	231,397	.....	242,480	.....	.....	.....
23,748	30,506	35,078	31,916	36,700	I. 4,784	I. 19,019
151,866	162,551	167,825	171,945	180,248	I. 8,303	I. 66,265
130,768	.....	.....	153,099	157,070	I. 3,971	I. 55,693
14,094	19,519	22,779	20,448	24,372	I. 3,924	.....
.....	9,500	10,000	.....	.....	.....	.....
3,581	3,700	3,811	4,001	4,244	I. 243	I. 1,512
31	61	78	63	85	I. 22	I. 61
3,119	3,141	3,280	3,416	3,693	I. 277	I. 1,383
$157,512	.....	$399,835	.....	.....	.....	.....
2,763,463	$2,999,424	3,382,352	$3,084,026	$3,156,210	I. $72,184	I. $1,398,077
3,329	.....	.....	.....	.....	.....	.....
100	84	88	92	94	I. 2	D. 39
.....	.....	.....	.....	.....	.....	.....
1,487	1,711	1,757	1,797	1,874	I. 77	I. 392
2,916	3,031	3,115	3,210	3,341	I. 131	I. 438
4,403	4,742	4,872	5,007	5,215	I. 208	I. 830
$34 80	$36 75	$37 52	$35 78	$35 29	D. $0 49	D. $2 39
29 19	28 31	28 12	27 23	27 52	I. 29	I. 2 01
410	.....	.....	.....	.....	.....	.....
$1,992,642	$1,181,327	$1,452,656	$1,394,738	$1,528,011	I. $133,273	I. $415,898
1,530,883	1,181,327	1,494,685	1,394,738	1,706,114	I. 311,376	I. 694,457
$3,191,042	$3,278,569	$3,850,964	$4,050,730	$4,449,728	I. $398,998	I. $1,905,652

schools, and consequently many duplicates.

STATE SCHOOL SYSTEM.

OFFICERS.

For the common schools of the State there has been during the 10 years included in this report a State superintendent of public instruction appointed by the governor, with consent of the senate, for a 2 years' term. Under him have been county superintendents of schools, appointed in the earlier years of the decade by the county commissioners and from 1877 elected by the people, in each case for a term of 2 years.[1] In common school districts there have been 3 trustees elected by the people for 3 years' terms after the first election, one to be changed each year. In independent districts (which have been allowed since 1865) there have been boards of education composed of 6 directors chosen by the people for terms of 3 years after the first election, one-third to be changed yearly. These boards may elect a superintendent for their schools, who, when chosen, becomes a member of the board ex officio, but without a vote in it. Women may vote for school officers and may hold school offices.—(School laws.)

OTHER FEATURES OF THE SYSTEM.

The means for the support of the State common schools have come from the proceeds of a State school fund and of a State tax, which was 2 mills on $1 till 1875 and was then made 1 mill; from an optional district tax, not to exceed 9 mills on $1 for schools or $10 for school-houses, in any ordinary case; and from the proceeds of fines, estrays, and liquor licenses. To receive the State money, schools must be free to all resident youth 5 to 21 years of age, must be taught by a duly licensed teacher, must be kept open at least 3 months yearly, and must have had the enrolment of State scholars in them reported to the proper officers. The teachers in them must be duly licensed and must keep and present to the county superintendent and district clerk a register of the scholars taught before they can draw pay for services. Since 1877 the text books for use in them have been furnished by the State at a certain stipulated price.—(Laws of 1869, 1873, and 1877.)

GENERAL CONDITION FOR TEN YEARS.

During the whole decade a steady stream of population has been flowing into the State, and the increase in public schools, school-houses, and enrolment seems to have fairly met the demand for elementary instruction thus created. The better and fuller education given in systematically graded schools seems also to have kept fair pace with the growth of organized communities, though fluctuating somewhat in the middle period from the financial disturbances of that time.

A high school law, with some features of resemblance to the one which did much to increase secondary training in the State of Maine from 1873 to 1879, was passed in this State in 1877, with a view to preparing students for the State university. Although somewhat defective, it materially stimulated instruction in high school studies, 42 schools receiving aid from it in 1878–'79, against apparently only 20 in the previous year, and these 42 having 1,706 pupils in high school work. But the schools that perhaps most of all need encouragement and stimulus—those of the small districts, with correspondingly small means—have been consigned to short school terms, with ill paid teachers, by the reduction of the State tax for schools from 2 mills on $1 to 1 mill in 1875, a mistake not rectified up to 1880. Before this reduction a great improvement was reported in the general qualifications of the teachers in State schools, and this improvement had secured, as may be seen, a corresponding increase in the average rate of pay. After the lowering of the tax rate the average pay of male teachers went down considerably, and the number of such teachers correspondingly decreased, that of females also falling off considerably. It was not till the last year of the decade that the pay of teachers approximated what it had been in 1873–'74, while the number of both sexes remained less than in that year, though the number of children to be taught and of those actually taught in public schools had meanwhile greatly increased. More pupils to a teacher, with less pay for instruction of this greater number, would hardly seem to indicate as good results, upon the whole, in the last six of the ten years as in the earlier four.

KINDERGARTEN.

As early as 1869 a Kindergarten was established at St. Paul, which, at the last advices, still survived. In 1880, 6 appear to have been in operation at St. Paul, Minneapolis, and Winona, 1 having been established at the last named place in the autumn of that year in connection with the model department of the State Normal School there, with a view to the instruction of the normal pupils in Fröbel's methods. For those reporting, see Table V of the appendix, and a summary of it in the report of the Commissioner preceding.

[1] The county superintendents appointed by the commissioners were to be persons of high moral character and literary attainments, as well as bearers of first class teachers' certificates. For those since elected by the people no qualification, moral or literary, is prescribed.

CITY SCHOOL SYSTEMS.

OFFICERS.

Cities organized under the general school law as independent districts must have boards of education composed of 6 directors, 2 of whom, after the first election, are chosen annually by the people for terms of 3 years. Those under special laws (of which there are at least 4) vary as to their school boards—Minneapolis, from 1878, having a board of 7 members; St. Paul, from 1879, one of 12; Stillwater, from 1863, one of 4, with the mayor as president ex officio; and Winona, from 1878, one of 8 members. All these boards delegate to superintendents chosen by themselves the chief executive authority over the city schools.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Minneapolis	46,887	12,806	6,142	4,248	120	$108,444
St. Paul	41,498	.....	4,338	3,030	96	133,399
Stillwater	9,054	.....	1,006	800	20	24,120
Winona	10,208	.....	1,713	1,166	31	28,974

ADDITIONAL PARTICULARS.

Minneapolis reports for 1879–'80 the possession of 14 school buildings, with 123 rooms for study and recitation and 24 for recitation only, the sittings for study numbering 5,618. These buildings, with their sites, furniture, and apparatus, were valued at $378,762. Instruction in music, drawing, and penmanship was given by special teachers. The pupils in the high school numbered 264, of whom 5 were reported as studying Greek, 210 Latin, and 8 German; class for graduation, 27.—(Return and State report.)

St. Paul had 14 school buildings, with 86 rooms and 3,728 sittings for study. Twelve of the buildings were owned by the board. The 14 buildings accommodated 75 schools, and were valued, with other school property, at $251,000. Schools were classified as primary, intermediate, grammar, and high, the whole course covering 12 years, of which 4 belonged to the high school. Each of the 8 grades below this was divided into 2 classes 20 weeks apart in their work, so that promotions were made twice in each year. Several of the Quincy and other approved methods of instruction were adopted during the year; while lessons in botany, zoölogy, physiology, and natural philosophy were arranged for every grade and class, accompanied with as much object teaching as possible. Drawing was taught in the first three grades by the instructor in penmanship, and arrangements were made for teaching music by a specialist in the sixth, seventh, and eighth grades from the beginning of the school year 1880–'81 and for preparing the existing teachers to aid in the instruction to be given in this branch. For the preparation of young persons proposing to teach, a practice class was formed in April, 1880, from graduates of the high school and others possessing certificates of literary qualifications, and by recitations, discussions, practice, and observation they were prepared to some extent for positions in 1880–'81. No less than 30 of the teachers in the city schools in 1879–'80 were said by the superintendent to be graduates of the high school; in which school were, for that year, under 9 teachers, 186 pupils, 15 of them studying Greek, 117 Latin, 54 German. There were 24 in its graduating class.—(State and city reports and return.)

Stillwater had four public school buildings, with 11 rooms for primary classes, 6 for grammar, and 2 for high, all affording 1,100 seats for study, and valued, with sites, furniture, and apparatus, at $100,500. Music was taught in them by a special teacher in 1880. Its high school had 53 pupils, 24 of them studying Latin, and was to graduate 7. Its principal served also as city superintendent, but had two assistants. Besides the public schools there were 4 private or church schools, with seats for 600 pupils, with about that number enrolled and about 400 in average daily attendance. (Return and State report.)

Winona reported 3 school buildings, with 12 rooms for primary, 12 for grammar, and apparently 5 for high school grades or classes. It employed a special teacher of penmanship. In its high school, under 5 teachers, were 106 pupils, 4 of them in Greek, 44 in Latin, 38 in German, and 13 expecting to graduate. The city school property was valued at $137,500. Besides the public schools, there were 4 private or parochial, but the enrolment and attendance in these are not given.—(Return and State report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The 3 State schools for preparing teachers continued in 1880 their work at Mankato, St. Cloud, and Winona under the same general direction of the State normal school board reported in 1879, and with the same 3 years' courses at the first two named and a 4 years' course at Winona.[1] In each of the schools there is an elementary course meant to prepare for teaching in the lower grades of schools, with an advanced course to prepare for teaching in the higher grades, and each has a model school. At Winona, a private Kindergarten in the normal school building formed an additional advantage. The instructors in 1879–'80 at the 3 schools numbered 28; the normal students, including preparatory, 453; model school pupils, 273; graduates of the year, 78. In the autumn of 1880, with like teaching force, the normal students at Winona and Mankato, including preparatory, were 342; model school, 192. St. Cloud did not report these for that time separately.[2]—(First biennial report of normal school board, with circulars of schools.)

OTHER NORMAL TRAINING.

In the State report for 1878–'79 and 1879–'80 appear statements from the Minneapolis Academy, Minneapolis, and Rochester English and Classical School, Rochester, that the former had a teachers' course, the length of which is not given, and that the latter forms at the beginning of each term a teachers' class for instruction in methods of teaching and for special drill in all the branches required by law. Normal courses were offered also in High Forest Methodist Episcopal Seminary, High Forest; at Wesleyan Methodist Seminary, Wasioja; and at Gustavus Adolphus College, St. Peter; those at the last two being of 3 years.

TEACHERS' INSTITUTES.

Since 1869 it has been the duty of the State superintendent to organize and hold each year teachers' institutes in such counties as he could. Since March 7, 1873, the requirement has been that in the sparsely settled counties he shall hold as many such institutes as he shall find practicable, each to continue one week at least, and that in the thickly settled ones he shall annually hold as many normal training schools as he shall deem advisable for the benefit of teachers who desire such training but are unable to attend a full course at the State normal schools. In the former case he is to invite the aid and coöperation of the county superintendent within whose county the institute is held, and in all cases is to employ such instructors and lecturers as, with other expenses, will not bring the cost above $100 for a session of one of the first mentioned or $100 a week for the sessions of the second. Since 1876 the superintendent has had in these meetings the aid of instructors from the State normal schools. Sixteen to 20 meetings are held yearly and about 20 per cent. of the teachers are reached. (Laws and State report for 1880.)

EDUCATIONAL JOURNALS.

From 1867 to 1875 the Minnesota Teacher served as the educational paper of the State and did a useful work. In the latter year it was consolidated with the Chicago Teacher, the title of which was changed to Western Journal of Education. The Northwestern Teacher, started by one of the editors of the former paper at the same place (St. Paul) in 1875, seems to have had a brief life, only one number having reached this Bureau.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Previous to 1877, high schools existed but as higher grades in graded school systems. In that year an act was passed to encourage the formation of high schools and raise their standard, with a view to making them feeders of the university. The report of the State superintendent (who was president of the high school board) for 1880 estimated that there were then "probably some 30" graded schools that had "fixed a definite point of attainment as the beginning of a line of study to be continued through 2 or 3 years as a high school course." But these were not so indicated as to enable any person unacquainted with them to get at their statistics in his table of graded schools. In 5 schools, however, it appears that 27 pupils were studying Greek; that in 46 were 996 studying Latin; that in 11 were 784 studying German; and that in 1, at St. Paul, 38 were studying French.

[1] Mankato and Winona had also preparatory classes.

[2] The school at Mankato secured as principal in 1880 Hon. Edward Searing, long the State superintendent of Wisconsin. The St. Cloud school in 1881 lost its principal through his elevation to the office of State superintendent of Minnesota.

OTHER SECONDARY TRAINING.

In Tables IV, VI, and IX of the appendix may be found the statistics of business colleges, private academic schools, and preparatory departments of colleges; in corresponding tables of the report of the Commissioner preceding, summaries of the same.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Minnesota*, Minneapolis (non-sectarian), is the State college for classical and scientific training. It organized in 1867 a preparatory department, and in 1869–'70 collegiate work, the latter on a plan including two preparatory and two collegiate years. Beyond this, in 1871–'72, two collegiate years were added to complete the advanced education begun in either a college of science, literature, and the arts, a college of the mechanic arts, or a college of agriculture; eventually also in colleges of law and medicine. These arrangements continued up to 1880, except that in 1874 the lower preparatory year was dropped, as the high schools of the State were thought able to afford the instruction that had been given in it. The professors and instructors in 1870–'71 numbered 10; in 1879–'80, 17. Students in 1870–'71, 321, of whom, however, only 32 were collegiate; in 1879–'80, 308, of whom 159 were collegiate.

Of the other chartered colleges in the State, *Hamline University*, Hamline (Methodist Episcopal), founded 1854, reports collegiate work for the first time in a freshman class of 5, entered for 1880–'81; *Macalester College*, Minneapolis (Presbyterian), chartered in 1874, survived only as to its preparatory department in 1880; and *St. John's College*, Collegeville (Roman Catholic), continued its previously reported course, which, beyond primary and elementary classical studies, had only 2 to 3 years that could well be termed collegiate. *Augsburg Seminary*, Minneapolis (Evangelical Lutheran), opened 1874, appears to have been giving in 1880 essentially the moderate collegiate training which it was established to give to the Norwegian and Swedish youth of that region. *Carleton College*, Northfield (Congregational), organized in 1867, maintained the high standard of admission and instruction that it has had for years, comparing well in this with any college of its means.

All the above mentioned institutions that have gone into collegiate work had in 1880 some preparatory training, and all except St. John's had classical collegiate courses of 4 years. The State University and Carleton College provided a choice between a classical course and a "modern" or "literary" course of equal length, substituting studies in modern languages and literature for Greek. Carleton College had also a 4 years' course wholly English; the university, graduate courses leading to the degree of master of arts, of science, or of literature.—(Catalogues and returns.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The University of Minnesota, Carleton College, and Hamline University, all above referred to, admitted young women to their privileges as well as young men. For 2 or 3 other schools offering young women a training substantially collegiate, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The University of Minnesota, Minneapolis, has offered its students, since the beginning of the decade, a scientific collegiate course of 4 years, in which modern languages take the place of Greek, and elementary instruction in natural sciences replaces certain literary studies. Somewhat kindred courses existed in 1880 in Hamline University, Hamline, Augsburg Seminary, Minneapolis, and Carleton College, Northfield. The university, however, in its College of Mechanic Arts, also had what these had not, courses in mechanical and civil engineering and in architecture; in its College of Agriculture, courses of scientific preparation for farming and gardening; all covering with their specific instructions the last 2 years of the collegiate departments after 2 previous years of general collegiate study. For the preparatory class and the first 2 collegiate classes, there was instruction in military science. For statistics, see Tables IX and X of the appendix.

PROFESSIONAL.

Theological instruction, meant to follow an academic or collegiate course, was given in courses of 3 years at St. John's College, Collegeville (Roman Catholic); at Seabury Divinity School, Faribault (Protestant Episcopal); and at Augsburg Seminary, Minneapolis (Evangelical Lutheran). In all 3 some preparatory training was provided for. The first had 29 students under (apparently) 7 professors; the second, 26, under 5; the third, 23, under 3.—(Catalogue, circulars, State report, and return.)

The colleges of *law* and *medicine* that have entered from the first into the plan of the

University of Minnesota had not been organized in 1880; but a "College of Medicine," with 10 professors and a lecture course of nearly 9 months, appeared in the State school report for 1879 and 1880 as existing at St. Paul. Inquiry respecting it indicated that it was termed the St. Paul Medical College and was of the "regular" school. It has since, by union with another organization of the same school, become the Minnesota College Hospital, at Minneapolis, with only 20 weeks of annual course, an examination in high school studies for admission, and an application pending for admission to the American Medical College Association.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND OF THE BLIND.

The Minnesota Institution for the Education of the Deaf and Dumb and the Blind, Faribault, in 1863 began to provide training for the deaf-mutes of the State in school learning and industries, and in 1866 the work was extended to the blind. Of the former class, 258 had been admitted at the date of the report for 1879–'80; of the latter, 53. The total of the deaf for 1878–79 was 118; for 1879–'80 it was 134; for the two years it appears to have been 140. The blind in 1878–'79 numbered 29; in 1879–'80, 33; total for the two years, apparently, 35. For the deaf there were 7 instructors besides the superintendent; for the blind, 3; the instruction for both being in the common English studies and in such industries as were suited to their several conditions, with lessons in articulation to those of the deaf that could be taught it (33 in all), and lessons in vocal and instrumental music to the blind. The course of study for the deaf, which had been five years, was lengthened to 6 in 1880, with the privilege of 2 years more for such as should be specially approved.—(State report for 1879 and 1880, with biennial report of directors for the same years.)

EDUCATION OF THE FEEBLE-MINDED.

In the neighborhood of the school for the deaf and the blind, at Faribault, there was established in 1879, under State auspices, the Minnesota School for Idiots and Imbeciles, to instruct those previously sent to the State asylum for the insane. The superintendent and his 8 assistants in 1880 had 20 children under training, physical and mental, in the hope that through it they might be made useful citizens. The results, in respect to improved deportment, the use of articulate speech and written language, are said to have been such as to justify the hope that if the State continues its care these unfortunates may become comforts to their parents and helpers in house and farm work.—(State report.)

REFORMATORY AND INDUSTRIAL TRAINING.

The Minnesota State Reform School, St. Paul, up to November 30, 1880, had received 467 youth for discipline and training since it opened in January, 1868. Of these, 191 had been connected with it in the preceding 2 years, 83 being received in those years, 67 discharged, 1 released by court, and 3 escaped; present in 1880, 119. The kindly family government of the institution is apparent from the cheerful appearance of the inmates, who are taught the common school branches 4 hours of each week day, and during 4 other hours are engaged in gardening, carpentry, cabinet making, tin smithing, painting, sewing, and such other occupations as may train them to useful industry and honest self support.—(Report and return.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The fifth annual session of the State Educational Association was held at St. Paul December 28–31, 1880, and, though slenderly attended the first evening, was afterwards full and animated. The president's address went to show that steady growth had marked the educational history of the State, and that its teachers and school officers had no reason to be ashamed of the record. But when, soon afterwards, a report from Professor Kiehle, of the State Normal School, St. Cloud, brought up a discussion of the Quincy system, although the president denied that the state of things which brought about that reformation existed in Minnesota, there were assertions from several educators of much influence that reformed methods were greatly needed in many sections of the State, and pertinent examples given seemed to prove these assertions to be warranted. A subsequent paper on "Our common schools, courses, and records" detailed shortcomings which the reader had perceived and suggested several improvements, among which was the keeping of a uniform record of intellectual condition in the graded and high schools of the State. Again, several speakers corroborated the views expressed as to the need of large improvements, only one appearing to take the opposite side and favor the system as it was and had been. Then came an address from Professor Pike, of the university, on the industrial education given

there, which he illustrated by exhibiting specimens of mechanical work done by the students under his direction, somewhat after the Russian system. This called forth a commendatory resolution, speaking highly of the work and favoring the system. "The need of better supervision" was harmoniously discussed, many agreeing that, under the law of 1877, which requires no moral or literary qualifications from a county superintendent, unqualified persons too often get into a place which only men of high character and training ought to occupy. Other papers related to "Instruction in governmental ideas," "The Kindergarten the basis of all subsequent instruction," and "The State high school question," on which last a committee appointed the year before made a report in favor of a new and better high school law. The subject was referred to a new committee, with instructions to seek improved legislation on the subject.—(Journal of Education and Educational Weekly, both of January 13, 1881.)

CHIEF STATE SCHOOL OFFICER.

Hon. D. L. KIEHLE, *State superintendent of public instruction, St. Paul.*

[Term, 1881 to 1883.]

Preceding superintendents in the ten years were Hon. Horace B. Wilson, 1870–1875, and Rev. David Burt, D. D., 1875–1881.

SUMMARY OF EDUCATIONAL STATIS

	1871.	1872.	1873.	1874.
POPULATION AND ATTENDANCE.				
Youth of school age (5–21), white				
Youth of school age (5–21), colored				
Whole number of school age	304,762	317,264		349,813
Whites enrolled in public schools	66,257			
Colored enrolled in public schools	45,429			
Whole enrolment for the year	111,686	148,780	80,000	223,089
Average monthly enrolment, white				
Average monthly enrolment, colored				
Whole average monthly enrolment				
Average daily attendance, white	49,290			
Average daily attendance, colored	36,040			
Whole average daily attendance	85,330	125,000	50,500	109,792
SCHOOL DISTRICTS AND SCHOOLS.				
Civil school districts	75	76	79	
Schools taught	3,450	4,650	2,000	3,486
Average time of schools in days, cities				
Average time of schools in days, country				
General average time	110	165	110	100
TEACHERS AND THEIR PAY.				
White teachers employed	2,256			
Colored teachers employed	400			
Number of men teaching	1,828			1,800
Number of women teaching	828			2,700
Whole number in public schools	2,656	4,800	1,800	4,500
Average monthly pay of men	$58 90	$51 32	$50 00	$55 00
Average monthly pay of women				
INCOME AND EXPENDITURES.				
Whole receipts for public schools	$1,213,248	$1,242,308		$940,000
Whole expenditures for same	869,766	1,136,986		1,014,200
STATE SCHOOL FUND.				
Amount of permanent fund held	$1,950,000	$1,950,000		$1,400,000
Amount of available fund				700,000

TICS OF MISSISSIPPI—1871 TO 1880.

1875.	1876.	1877.	1878.	1879.	1880.	Increase or decrease since 1879.		Increase or decrease since 1871.	
141,514	171,062	150,504	155,679	156,434	175,251	I.	18,817	.....	.....
176,945	184,857	174,485	190,211	205,936	251,438	I.	45,502	.....	.....
318,459	355,919	324,989	345,890	362,370	426,689	I.	64,319	I.	121,927
78,404	76,026	84,374	101,201	105,957	112,994	I.	7,037	I.	46,737
89,813	90,178	76,154	104,777	111,796	123,710	I.	11,914	I.	78,281
168,217	166,204	160,528	205,978	217,753	236,704	I.	18,951	I.	125,018
65,065	65,384	63,943	82,566	88,750	.....	.....	.....	.....	.....
74,265	68,580	55,814	88,660	91,809	.....	.....	.....	.....	.....
139,330	133,964	119,757	171,226	180,559	184,888	I.	4,329	.....	.....
40,381	.....	52,672	64,318	66,381	72,881	I.	6,500	I.	23,591
66,514	.....	44,627	71,658	72,592	83,880	I.	11,288	I.	47,840
106,895	.....	97,299	135,976	138,973	156,761	I.	17,788	I.	71,431
.....	.....	.....	77	83	.....	.....	.....	.....	.....
5,550	3,170	4,041	a4,763	a5,365	.....	.....	.....	.....	.....
200	175	200	154	131	77.5	D.	53.5	.....	.....
100	80	77	79.3	77.5	.....	.....	.....	.....	.....
140	100	.....	79	.....	.....	.....	.....	.....	.....
2,859	1,773	2,669	2,948	3,255	.....	.....	.....	.....	.....
2,109	1,005	1,459	1,813	2,112	.....	.....	.....	.....	.....
2,989	1,761	.....	2,746	3,577	3,411	D.	166	I.	1,583
1,979	1,017	.....	2,015	1,790	2,158	I.	368	I.	1,330
4,968	2,778	4,128	4,761	5,367	5,569	I.	202	I.	2,913
$55 47	$39 87	$29 19	$27 00	$28 35	$30 50	I.	$2 15	D.	$28 40
				27 15	30 50	I.	3 35	D.	28 40
$1,110,249	$441,422	$496,987	$626,268	$739,915	$740,036	I.	$121	D.	$473,212
1,040,600	417,760	481,215	592,805	641,548	830,704	I.	189,156	D.	39,062
$2,068,359	.....	.....	$815,229	$815,229	.....	.....	.....	.....	.....
1,068,359	.....	.....	.....	287,000	.....	.....	.....	.....	.....

a Estimated.

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction, elected for 4 years, is president of the State board of education; county superintendents of education are appointed by the State board, after examination by the county board. For each school 3 trustees must be elected annually, except in towns of 1,000 or more inhabitants, where the mayor, aldermen, and county superintendent have control.

OTHER FEATURES OF THE SYSTEM.

Public schools are sustained from the proceeds of the public school fund, of the sale of lands forfeited to the State, of liquor licenses and fines, with those from poll taxes, not to exceed $2 a head, and district taxes, not to exceed 3 mills on the dollar. White and colored youth must have equal advantages, but must be taught in different schools. Teachers must hold certificates from the county superintendents and be paid according to the grade of their certificates and number of children attending, though not to exceed a certain sum. Text books, agreed upon by the teachers and board of supervisors of each county, cannot be changed within 5 years. The school fund must be apportioned to each county according to the number of children of school age (5-21) therein, provided schools have been taught in these counties for the legal time (4 months).

GENERAL CONDITION.

The statistics of 1880, so far as we have them, indicate a general improvement over those of 1879, showing an increase of 64,319 in youth of school age, of 18,951 in enrolment, of 4,329 in average monthly enrolment, and of 17,788 in daily attendance. The number of male teachers employed in the public schools decreased 166; that of females increased 368; making a total increase of 202 teachers. Monthly wages paid to men were $2.15 more than in 1879; to women, $3.35 more; both sexes received $30.50 in 1880.

RÉSUMÉ FOR TEN YEARS.

So far as received, the statistics of the last ten years show a large general improvement: an increase of 121,927 in youth of school age and of 125,018 in yearly enrolment, with 2,913 more teachers employed in the public schools, who received, however, nominally, $28.40 a month less than in 1871. Up to 1879 the female teacher had been paid the same as the male. Then came an increase to men of $1.35 and to women of 15 cents. The disparity in the wages in 1871 and 1880 is accounted for by the fact that formerly payments were made in warrants, which were very much below par, but which are now at par; so that, although their pay is nominally less than it was, they really receive more. The decrease in the public school income of 1880 from that of 1870 is $473,212. The falling off began in 1876, the income of that year being $441,422, against $1,213,248 for 1870 and $1,110,249 for 1875, the year preceding the change.[1] Since 1876 the increase has been gradual, making that of 1880 over that of 1876 $298,614.

PEABODY FUND.

During the last ten years there was paid from the Peabody fund for the benefit of the public schools of this State the sum of $54,490. This, in the earlier years of this benefaction, was mainly for the benefit of graded school instruction, but in the later years, and especially in the last year, was largely for the training of teachers.

CITY SCHOOL SYSTEMS.

OFFICERS.

Under the law of 1878, a town of 1,000 or more inhabitants constitutes a school district, if the mayor and aldermen so choose; and they, acting in conjunction with the county superintendent, constitute a board of appointment, to select from the patrons of each school 3 persons as a board of trustees for such school, who hold office for one year and look after all school interests. In such cases, the county superintendent retains his supervisory powers. Vicksburg (which, according to the census of 1880, is the only city the population of which exceeds 7,500) has 2 trustees of schools for each ward, who hold office 2 years.

STATISTICS.

Statistics from Vicksburg have not been attainable at the date of going to press. In 1879 there were 2 school buildings, with 21 rooms, valued at $8,650.

[1] During the year 1876 there were three different superintendents, which, with other depressing causes, produced this change in the income of that year.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The *Mississippi State Normal School*, Holly Springs, designed for those only who intend to teach, reports 3 resident instructors, 220 students, a 4 years' course, standard of school rising and attendance increasing, attendance being 113 above that reported in 1879. Diplomas were given to 11, and nearly 400 of its pupils are or have been teaching. No charge is made to students, except those from other States, to whom it is $2 a month.—(Catalogue and return.)

Tougaloo University and State Normal School, Tougaloo, reports 4 resident instructors, 197 pupils, a 5 years' course, marked improvement in every direction, and an increase in attendance of 101 over that of 1879, largely in the higher grades.[1]—(Catalogue and return.

OTHER NORMAL TRAINING.

Whitworth College and Normal School for Young Ladies, Brookhaven, had a 3 years' normal course, but gives no enumeration of normal students in 1880.

The *normal department of Natchez Seminary*, Natchez, had 14 students in 1879–'80. The course of general instruction is open to all. Those who have the ministry in view or wish to become teachers in the public schools receive special training.

TEACHERS' INSTITUTES.

The State superintendent, in a letter to the Commissioner, says that, although the school law makes no provision for these means of improving teachers, he has, through aid from the Peabody fund, held meetings annually at such points as would be likely to gather the most teachers, and that several of the county superintendents have done the same for their respective counties. In each case, such help from experienced educators as could be obtained has been secured and has been used to give interest and life and profit to the meetings. It is to be hoped that ere long the State will lend its aid to these efforts to secure a better teaching force.

EDUCATIONAL JOURNALS.

So far as known, no educational serial has been published in this State since 1876. In February, 1871, a useful monthly, called the Mississippi Educational Journal was established by Capt. H. T. Fisher, at Jackson. In October of that year it passed into the hands of Hon. H. R. Pease, then State superintendent, and was continued by him to the conclusion of volume 1 in February, 1872; whether beyond that does not appear from any information in possession of this Bureau. It was succeeded in the early part of 1874 by the Mississippi Teacher, also a monthly, under the editorship of State Superintendent T. W. Cardozo, which reached the close of its second volume in February, 1876, when it ceased with Mr. Cardozo's superintendency. Both papers, during their brief life, did excellent service, and their loss proves a serious blow to the educational interests of the State.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Since 1878, the law has recognized private academies and colleges having suitable school buildings, libraries of not less than 200 volumes of good literature, and a faculty of good standing as substantially public high schools, qualified to prepare students for the university, and for such students makes an allowance equal to the estimated cost of their instruction in the public schools. Academies and colleges are to make a full monthly report of such students to the county superintendent, and, upon this report, they receive for the month reported $2 for each student. All expenses beyond this must be met by parents or guardians. Such schools and colleges must have a course and text books preparatory to those of the University of Mississippi, so that students may pass from these schools into any class in the university without loss of time or text books. While there are probably public high schools in the cities and large towns, they are not separately reported.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

[1] The State superintendent in his report to the governor says: "This institution, under the care of the American Missionary Association, is doing a most excellent work in the education of the colored youth of the State. The management is admirable, its teachers superior, and everything connected with it in excellent condition, as I have had occasion to learn from personal observation."

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Mississippi*, Oxford (non-sectarian), is divided into three departments, namely, a department of preparatory education, one of science, literature, and the arts, and one of professional education. These remain as heretofore reported, the second department including 5 courses of study, 3 of them undergraduate and 2 graduate courses. The college of liberal arts had 212 pupils in 1879–'80; the preparatory, 202. The degree of bachelor of philosophy is given to students who shall have obtained department diplomas or certificates of proficiency in any 7 of the existing departments. Women are not admitted to the university.

Mississippi College, Clinton (Baptist), chartered in 1831, reports a preparatory department of 6 years, consisting of a 2 years' primary course and a 4 years' grammar. Its collegiate organization consists of 8 schools, graduation in which depends on attainment, not on time—an arrangement not uncommon in the South. In April, 1881, it had 160 students in its preparatory department, 73 in its collegiate, and 2 graduate students, all men.

Shaw University, Holly Springs (Methodist Episcopal), chartered and organized in 1870, admitting both sexes, and *Alcorn University*, Rodney (non-sectarian), organized in 1871, admitting only men, report preparatory courses of from 1 to 3 years, classical and scientific, each 4 years; Shaw, a normal and a law of 3 years each, and a theological course of indefinite time.

Jefferson College, Washington, having reached only academic rank, has for several years been reported under its proper class.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Shaw University gives the same advantages to women as to men. Besides this, there were reported several schools devoted to the higher education of young women in 1879. For statistics of such schools reporting in 1880, see Table VIII of the appendix, and a summary of this in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific courses or equivalent schools are reported in the four institutions before mentioned.

The *Agricultural and Mechanical College of Mississippi*, Starkville, was transferred from the State University under a new charter of February 28, 1878. October 6, 1880, the college opened with over 200 students in a 4 years' course of study.—(Circular, October 27, 1880.)

Alcorn University, Rodney, reports a 4 years' agricultural course, with a preparatory one of 2 years. The engineering course noted in 1873–'74 does not appear in the catalogue of 1880–'81.—(Catalogue and return, 1880–'81.)

PROFESSIONAL.

Theological instruction was given, to some extent, in the Shaw University, Holly Springs (Methodist Episcopal); in the Natchez Seminary, Natchez (Baptist); and in the Bishop Green Associate Mission and Training School, Dry Grove (Protestant Episcopal). In the first, 25 students are reported as looking to the ministry; in the second, 31: in the third, 4, and 1 graduate. In none is there a distinct theological course, but instruction is given intended to prepare for ministerial work or for regular seminary courses.—(Catalogue and return, 1879–'80.)

A *school of law* connected with the University of Mississippi reported 20 students in 1880. In 1872, the 2 years' attendance heretofore required was reduced to 1 year. A legal course of 3 years is given by the Shaw University, and 6 students are reported for 1880.

No *medical* school is reported in the State. In 1877–'78, however, 2 students received medical instruction in Shaw University; but no later information respecting it has been received.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Institution for the Education of the Deaf and Dumb, Jackson, reëstablished in 1871, reports a prosperous condition, with 56 pupils. Since its foundation, 123 have received instruction. The usual English branches are taught, with carpentry, vege-

table and ornamental gardening, and farming. No special instruction is given in articulation.— (Return, 1880.)

EDUCATION OF THE BLIND.

The Mississippi Institution for the Education of the Blind, Jackson, founded in 1852, reports 32 pupils, 12 blind workers employed, and a prosperous condition. The usual English branches are taught; also, broom and mattress making, chair seating, and upholstering.— (Return, 1880.)

CHIEF STATE SCHOOL OFFICER.

Hon. J. A. SMITH, *State superintendent of public education, Jackson.*

[Term, January 7, 1878, to January 3, 1882.]

The other superintendents since 1870 have been Hon. H. R. Pease, January, 1870, to January, 1874; Hon. T. W. Cardozo, from January, 1874, to March 22, 1876, when he was removed; Hon. T. S. Gathright, April 4 to August 4, 1876, when he resigned; Hon. Joseph Bardwell, for the remainder of the unexpired term of Mr. Cardozo to January, 1878.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.a	1874–'75.
POPULATION AND ATTENDANCE.					
White youth of school age	597,270	636,524	667,574	669,907	678,270
Colored youth of school age	37,173	36,969	38,243	38,447	41,916
Total youth of school age b	634,443	673,493	705,817	708,354	720,186
White youth in public schools	325,712	.....	.....	.....	379,948
Colored youth in public schools	4,358	.....	.....	.....	14,832
Whole number attending school	330,070	389,956	371,440	.....	394,780
Average daily attendance	187,024	208,880	210,692	.....	192,904
SCHOOLS AND SCHOOL PROPERTY.					
Schools for white youth	6,730	6,994	7,547	.....	7,061
Schools for colored youth	212	227	282	.....	326
Total number of schools	6,942	7,221	7,829	.....	7,387
Buildings used for school purposes	6,387	6,608	7,224	.....	7,610
Average time of school in days	90	100	.....	.....	99
Estimated value of school property	.....	.....	$6,774,506	.....	$6,771,163
TEACHERS AND THEIR PAY.					
Men teaching in public schools	5,755	5,756	6,281	.....	5,904
Women teaching in public schools	3,061	3,106	3,395	.....	3,747
Total number of teachers	8,816	8,862	9,676	.....	9,651
Average monthly pay of men	$41 00	$42 50	$39 87	.....	$38 00
Average monthly pay of women	30 00	31 50	30 36	.....	29 50
INCOME AND EXPENDITURE.					
Total receipts for public schools	$1,687,573	$1,854,180	$2,117,662	$2,189,861	$3,013,595
Total expenditures for public schools	1,749,049	1,904,997	1,638,353	.....	.....
SCHOOL FUNDS. d					
Estimated amount of permanent school funds	$4,689,423	.....	$3,222,891	.....	$7,248,535

a Statistics not reported, owing to radical changes in the system brought about by the school laws of March, 1874.
b School age, 5–21 until 1875–'76; thereafter, 6–20.
c Estimated.

TICS OF MISSOURI—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
.....	520,867	650,358	663,135	681,995	I. 18,860	I. 84,725
.....	32,411	37,880	39,018	41,489	I. 2,471	I. 4,316
725,728	553,278	688,248	702,153	723,484	I. 21,331	I. 89,041
.....	349,685	428,975	428,992	454,218	I. 25,226	I. 128,506
.....	14,504	19,208	20,790	22,158	I. 1,368	I. 17,800
c394,848	364,189	448,183	449,782	476,376	I. 26,594	I. 146,306
c181,432	.....	.....	c207,422	c219,132	I. 11,710	I. 32,108
7,257	7,371	7,849	7,645	8,149	I. 504	I. 1,419
338	369	434	450	492	I. 42	I. 280
7,595	7,740	8,283	8,095	8,641	I. 546	I. 1,699
.....	7,914	8,266	8,010	8,547	I. 537	I. 2,160
60	.....	99	100	.....	.....	.....
.....	.....	$8,321,399	$9,000,000	$7,353,401	D.$1,646,599	.....
5,904	5,760	6,239	.....	6,068	.....	I. 313
3,747	3,700	5,060	.....	4,379	.....	I. 1,318
9,651	9,460	11,299	11,268	10,447	D. 821	I. 1,631
$30 00	.....	$36 36	$35 00	.....	.....	.....
		28 09	30 00	.....	.....	.....
$1,773,465	.....	$3,424,408	$3,188,489	$4,020,860	I. $832,671	I. $2,333,287
2,374,961	.....	2,406,133	3,069,454	3,152,178	I. 82,724	I. 1,403,129
$7,300,804	.....	$7,278,503	$7,542,226	$8,950,806	I. $1,408,580	I. $4,261,383

d The amounts given in the table are such as were reported to this Bureau for the years indicated. A table in the State report for 1880 gives somewhat different figures from 1874 on, the preceding years not being tabulated; in 1874, $5,703,425; in 1875, $7,414,279; in 1876, $7,352,337; in 1877, $7,215,414; in 1878, $7,778,650; in 1879, $7,592,707.

STATE SCHOOL SYSTEM.

OFFICERS.

In 1870 the school system was administered by a State superintendent of public schools, elected for 4 years, and a State board of education, with the same term; by county superintendents, elected for 2 years; by township, city, and village boards of education; and by 3 school directors in each subdistrict, serving for 1 year terms. In 1875 county superintendency was abolished, but the incumbents of the office were to report as county commissioners; township boards were done away with; and each school district was made a body corporate, the district clerk reporting to the county officers; and the term of office of the local directors was changed from one year to three years. In 1879–'80 the officers were a State superintendent of public schools and a State board of education, with 4 years' terms; county commissioners, elected for 2 years; boards of school directors, 3 for each country district; and boards of education for cities and villages, 6 in number, elected by popular vote for terms of 3 years, with change of one-third each year.—(Laws.)

OTHER FEATURES OF THE SYSTEM.

By the constitution of 1865 all children of school age (5–21) were entitled to free instruction in the public schools, and although separate schools for children of African descent were allowed, it was required that "funds provided for the support of public schools" should be "appropriated in proportion to the number of children, without regard to color."[1]

A public school fund was formed, the annual income of which, with so much of the ordinary revenue of the State as should be necessary (the limit is 25 per cent. since 1875), was to be appropriated for the establishment and maintenance of free schools. If this fund was insufficient to maintain schools at least 3 months, and possibly 4 (4 to 6 months being the limit from 1870 to 1875,) local taxes were authorized. These taxes since 1875 were not to exceed 40 cents on the $100 valuation, except that by a majority vote of the taxpayers 65 cents are allowed in certain districts and $1 in districts composed of cities and towns. Taxes (not to exceed 2 per cent. in 1870 and 1 per cent. in 1879) were to be allowed also for building purposes in the different districts. The apportionment of the school fund is made to the different counties according to the enumeration of school population therein. The school age was 5–21 until 1875–'76. Then the new constitution made it 6–20, but, under the laws of 1879, the apportionment continues to be based on the annual returns of youth between 5 and 21 years. By the constitution of 1875, school moneys are forfeited if the schools are not taught three months, but the State superintendent says that the law now requires the public schools to be maintained for at least 4 months every year, although there is no forfeiture of money if they are taught only 3 months. The school month is considered to be 4 weeks, 5 days each week, 6 hours each day. Teachers are required to hold certificates from the proper authorities as to their qualifications and to report all required statistics every month or forfeit their pay. County uniformity of text books has been secured for the schools since 1875 by the selection of a list of such books every five years at a convention of the several school boards within the county.—(Constitutions and laws.)

GENERAL CONDITION.

Superintendent Shannon reports the schools much improved, public sentiment in their favor very healthy, and the educational outlook good. He says that this improvement has been continuous for several years, and that it may be maintained and increased by a few changes in the school law. The county commissioners report their counties supplied with a better class of teachers than formerly, and that greater interest in the schools is manifested by the patrons and communities at large. In cities and towns an advance from a 4 or 5 months' school term to one of 8 or 9 months is reported. In place of old school-houses and rented rooms, substantial buildings are going up. The number of institutes has been materially increased within two years, and the papers and speeches of different persons at the State teachers' associations indicate marked interest in school affairs in the various sections of the State. Notwithstanding the advance noted above, the superintendent states that Missouri has not yet been able to so utilize her means and opportunities as to reap the largest possible advantages therefrom. There is still great conflict on many points between the laws and the constitution. This and the lack of properly qualified county officers, superadded to neglect to report of such as there are, cause a somewhat chaotic state of things. The law requires county officers to furnish their reports for the school year in April, while normal schools report to June, and institute work is reported to December. All this tends to prevent a true knowledge of the real progress in school matters throughout the State, while it naturally creates great distrust of school statistics. The superintendent adds that, with a certain school year agreed upon for all divisions

[1] Since 1870 separate schools for colored youth have been required whenever more than 15 children of school age are found in city, village, or district, and contiguous districts may unite for such advantages.

of educational affairs and with the proper supervisory control in each county, the educational condition of each county, and consequently of the State, will be easily ascertainable.—(State report.)

GENERAL REVIEW OF THE SCHOOL SYSTEM.

The school system of Missouri dates from 1824, with a revision of the statutes in 1835; but after the war, the slaves having been emancipated and raised to the rank of citizens, a new constitution was formed. This constitution of 1865 and the statutes of 1866 paved the way for good schools for both white and colored, with a preference given to colored teachers in the schools for that race. Incorporated cities, towns, and villages were also allowed to organize for school purposes, with special privileges, under boards of education of 6 directors. The usual powers of city boards were given these, especially that of organizing and maintaining, besides primary schools for rudimental studies, schools of higher grade, as they might be called for; all schools to be free to the children of residents of the district. Provision was made for the organization and support of the university, and for the reorganization, support, and maintenance of schools for all children of school age. From a school population in 1867 of 476,192 and an enrolment of 169,270 under charge of 6,282 teachers in 4,840 schools, the numbers became, in 1870, children of school age, 609,259; enrolled, 280,472; teachers, 7,881; schools, 7,547. In 1867 there were 4,135 school-houses, valued at $1,480,720; in 1870, 6,954 buildings, valued at $3,441,411. A normal school law was enacted in 1870, by which the establishment of 2 State normal schools north and south of the Missouri River was sided; the Lincoln Institute was also constituted a State normal school for the training of colored teachers. In 1871 and 1872 the reports of county superintendents indicated that the common schools had almost universally increased in strength, and had grown in favor with the people. The reports from the colored schools showed that where they had been efficiently conducted the children displayed a commendable eagerness and ability to learn. From 212 schools for this race in 1871, the number increased to 282 in 1873. A rapid spread of graded schools was referred to in 1873, accompanied by a corresponding improvement in public instruction. The subject of compulsory attendance agitated the people in this year, but as 308,215 of the school population were unprovided for it was thought advisable to build school-houses before compelling children to seek schooling when there were no accommodations for them. Very little can be said of the schools in 1874, as the formation of a new constitution and the creating of new laws interfered with the reports. These laws made features mandatory which were formerly permissive. Better schools grew out of this; yet, although much was accomplished in the years following, the school laws have seemed to be inefficient and unsatisfactory and the means of executing these laws quite inadequate.—(State reports for the years indicated.)

KINDERGÄRTEN.

In 1879–'80 there were 226 Kindergarten teachers in St. Louis, 7,828 pupils on the rolls, with an average daily attendance of 3,760. Since April, 1880, children have been admitted to these schools at the age of five. A Kindergarten was begun in 1880 in connection with the Elizabeth Aull Female Seminary, at Lexington. For statistics of all reporting, see Table V of the appendix, and a summary in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

A general law for cities, towns, and villages provides for the election of 6 directors of public schools, who choose a president, secretary, and treasurer of their own number, and thus organized form a corporate board of education. Certain cities, however, are under special laws, and in these the number of the board varies; in St. Louis it is composed of 1 member from each ward and in St. Joseph of 2 from each ward. A city superintendent of schools is chosen by the board, which officer at St. Louis selects 2 assistants.—(School laws.)

STATISTICS. a

Cities and towns.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Hannibal	11,074	3,549	2,018	1,329	29	$16,583
Kansas City	55,787	15,275	6,593	3,739	73	101,964
Sedalia	9,561	2,877	1,843	1,210	23	16,255
St. Joseph	32,461	8,908	3,820	2,579	58	48,522
St. Louis	350,522	106,372	51,241	34,319	953	843,153

a For the sake of uniformity these statistics are taken as far as possible from the State report. The expenditures are, however, from city reports and returns, except in the case of Sedalia.

ADDITIONAL PARTICULARS.

Hannibal reports its graded schools, 29 in number, housed in 11 buildings (2 of them rented) valued at $38,700. An increase over the previous year in enrolment, attendance, length of school term, and number of teachers is reported. In the 6 colored schools there were 420 pupils.—(State report.)

Kansas City reports 9 schools for white and 1 for colored pupils in 11 buildings, 10 of them belonging to the district and valued at $160,000. Of the 73 school rooms 8 were added during the year to accommodate the 1,284 additional pupils enrolled. The schools were taught 200 days; 3,300 pupils were reported as not tardy and 155 neither absent nor tardy. The schools are said to grow in favor from year to year; the percentage of attendance is larger; the changes in text books produced beneficial results; and considerable attention was given during the year by a number of teachers to the formation of a correct taste by reading the best authors. Evening schools were attempted, but, although rapid and satisfactory progress was reported in two of these schools, the experiment was not on the whole a success.—(State and city reports.)

Sedalia had 1,501 white and 342 colored pupils enrolled in 3 schools for the former and 1 for the latter race. The 6 school buildings, 2 of them rented, held 1,265 sittings. The value of school property was $65,000.—(State report.)

St. Joseph reports 20 school-houses occupied by high, district, and colored schools. Of this number 11 are owned by the board and these are valued (with furniture, books, and apparatus) at $131,260. Two special teachers were reported in 1879–'80, the one for penmanship, the other as supervisor of primary instruction. The school term was 198 days. In the private and parochial schools were 730 pupils. Since 1870 the uniformity in the percentage of attendance on the average number belonging has been remarkable. In 1870 it was 92 per cent.; in 1871, 91 per cent.; in 1872, 1873, and 1874, 90 per cent.; in 1875, 89 per cent.; in 1876 and 1877, 91 per cent.; in 1878 and 1879, 92 per cent.; and in 1880, 91 per cent.—(City report and return.)

St. Louis reports an increase in enrolment and attendance over the previous year and an average yearly increase in enrolment since 1867 of about 2,500; 61 white and 12 colored schools in 103 buildings (10 of which are rented), valued at $2,844,209; the average salary of teachers a year, $661.93; the highest salary paid, $2,600; the lowest, $125. The number of sittings for study is 47,099, and of these 4,539 were in 29 evening schools, at which there was an average nightly attendance of 2,128, and 200 in a city normal school. Since April, 1880, no child under 6 can be admitted to the primary grades. Music, drawing, penmanship, and German are taught by special teachers. School was taught 197 days. A gradual decrease in tardiness has been noted for several years, the highest standard of punctuality being reached in 1879–'80. In the private and parochial schools an enrolment of 19,000 is reported.—(State and city report and return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

This State has shown her appreciation of the connection between skilled teachers and good schools by establishing and maintaining 5 professional or normal schools, one a department of the University at Columbia (established in 1849), one each at Kirksville (in 1867), Warrensburg (in 1871), and Cape Girardeau (in 1873), and the Lincoln Institute, at Jefferson City (in 1866). The three schools at Cape Girardeau, Kirksville, and Warrensburg are organized and managed on the same basis. Their boards of regents agreed upon a plan of admission, course of study, examinations, and graduation, and have followed it harmoniously and successfully for several years. The graduates are much sought after, and when once employed are retained by the same school boards as long as possible. On completion of the full course of 4 years in these 3 schools—the courses include both elementary and advanced departments, as fully described in the Report of the Commissioner of Education for 1879—diplomas are given which permit the holders, at the option of the State superintendent, to teach in any of the schools of the State without further examination.

The normal school of the University of the State of Missouri reports a 6 years' course corresponding, until the senior year, with the four academic courses; in the last year pedagogics is added. A summer normal has been also held. The Lincoln Institute, for the education of colored teachers, organized in 1866, requires 8 years to finish its full course in both preparatory and normal departments. This school was a private one in which the State maintained a normal department until the general assembly paid off its debt in 1879. It is now a State institution and is in a prosperous condition. (State report, catalogues, and returns.)

OTHER NORMAL TRAINING.

The *St. Louis City Normal School*, founded in 1857, is a special school established for the specific purpose of training lady teachers for the St. Louis schools, and it is

and that more than four-fifths of all the city teachers are graduates therefrom. The length of course was 2½ years until recently; it is now reduced to one year, but 4 years of successful high school work are required as a preparation for admission.

The *Female Orphan School*, Camden Point, has no normal department, though it reported last year that its main object was to prepare students to be teachers.

The *Newton County Normal School* was to be opened at Granby on March 15, 1880, its object being to elevate the standard of education in the county.

The *Northwest Normal*, a private school organized in 1876 at Oregon, was reported in a prosperous condition in 1879–'80.—(State report, return, and circular.)

Normal courses were also reported in 1879–'80 at La Grange College, La Grange; Drury College, Springfield; Stewartsville College, Stewartsville; and Central Wesleyan College, Warrenton.—(Catalogues.)

TEACHERS' INSTITUTES.

The law requiring attendance at county institutes was abolished in 1874, and although repeated attempts to organize and maintain these meetings have since been made, they still continue to be voluntary associations, except in Jasper County. In 1880 there were 91 institutes held in 52 counties, some counties holding both township and county institutes. The length of these meetings varied from one day to four weeks. In some counties, where there were short sessions of two or three days, normal institutes are to be held in 1881.—(State report.)

EDUCATIONAL JOURNALS.

The State superintendent reports that the teachers of the State, as a class, are reading educational news and literature more than formerly. He gives, as a list of educational journals published in Missouri, the American Journal of Education, St. Louis (the oldest and most widely circulated); the Missouri Teacher, edited by Professor Barnard, of the First District Normal, at Kirksville; the Normal Worker, at Cape Girardeau; the School and Scholar, at East Lynne, Cass County; Our School, edited by the principal of the Charleston (Mississippi County) graded school; and The Western, a bimonthly, "devoted to the interests of literature, art, and education," edited by H. H. Morgan, of the St. Louis Central High School.—(State report.) This last, however, has usually contained little educational matter.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The laws of 1877 authorized the establishment in city, town, or village of an adequate number of primary schools, and also a suitable number of schools of a higher grade; this to be done by the boards of directors as soon as the means permitted. This law is still in force, but the number of such schools is not reported in 1879–'80. The high school departments of the different cities are reported as follows: Kansas City, a 4 years' general course and a 4 years' classical course; St. Joseph, 1 high school, with 188 pupils enrolled. St. Louis reports 1,390 sittings, an enrolment of 960 high school pupils, and an average daily attendance of 724. In 1879–'80 for the first time 2 classes were graduated, 29 pupils in January, 61 in June. The relation of the branch schools to the central school was changed for the session of 1880–'81, the branches being reduced from 6 to 3 and placed under the supervision of the principal of the central school. The principals of the branch schools rank as first assistants and while responsible for the conduct of the separate schools adopt the policy of the central school. The promotions in the branch schools are as in the central school: a satisfactory examination, with 60 per cent. as a minimum in each study.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of the State of Missouri, at Columbia, was chartered in 1839 and organized in 1840. Founded under the constitution of 1820, the work went on at considerable disadvantage—partly from the lack of State aid—until, by the constitution of 1865 and the subsequent laws of 1866, provision was made for such a State university as was needed. In 1857 aid was first given by the State. Between that date and 1871, the land grant fund for a college of agriculture and mechanic arts was united to the university fund. The agricultural and mechanical college was connected with the

State university by act of February 24, 1870. To facilitate reorganization and a new arrangement and classification of studies, all chairs of instruction (except that of president) were declared vacant on July 1, 1871. From this reorganization a measurably complete system was developed, so that in 1873 the university consisted of the college proper (the studies of which were adjusted in 4 courses, of arts, science, letters, and philosophy) and the following professional schools: the normal college (opened September, 1868), the agricultural and mechanical college (opened September, 1870), the school of mines and metallurgy, at Rolla (November, 1871), the college of law (October, 1872), the medical college, "regular" (February, 1873), and the department of analytical and applied chemistry (May, 1873). The governing power of the university was early invested in a board of curators. This board, which in the first part of the decade consisted of from 22 to 24 members, was reduced to 9 in 1875–'76. Other minor changes were noted from year to year, until 1876–'77, when 10 academic schools (including 5 in science and 5 in languages) and 7 professional schools were reported. These last were of agriculture, pedagogics, law, medicine, mining and metallurgy, civil engineering, and art. In 1879–'80, a school of military science and tactics was added to the other schools and a spacious observatory was erected on the college campus and furnished with a fine telescope. The number of students in 1879–'80 was greater than at any other period since the organization of the university. The increase at Columbia was from 204 in 1870 to 484 in 1880, with 71 additional at Rolla.[1] The number of graduates of the professional schools increased from 3 in 1870 to 52 in 1879; of the academic schools, from 8 in 1870 to 17 in 1879.—(Reports of curators for the different years.)

Of the 15 other colleges in this State (most of which report for 1879–'80) all were in existence prior to 1870, except Lincoln College, chartered and organized in 1870, and Drury College, chartered and organized in 1873. St. Joseph College (which reports 177 pupils preparing for the scientific course and 3 graduates as master of accounts) was organized in 1867, but not chartered until 1872, while Stewartsville College dates its organization from 1863, although it was not chartered until 1879. Many of the Missouri colleges and universities are arranged in schools; nearly all have classical and scientific courses; all have preparatory courses, which often descend to primary branches; Christian, St. Louis, and Washington Universities and St. Vincent's, La Grange, Stewartsville, and Central Wesleyan Colleges have commercial courses. Lewis College and Pritchett School Institute were consolidated in June, 1880, but separated, to continue on their former basis, prior to the opening of the fall term. St. Louis University reported, in addition to the regular college courses, a graduate course of lectures (in mental and moral philosophy, anthropology, and history) introduced in October, 1879. Washington University reported 4 years' courses in arts and philosophy, 5 courses of 4 years each in the polytechnic school, and a 3 years' course in the manual training school.[2] The school of art and design is said to be developing itself into a St. Louis School of Fine Arts, although as a department of the university. In the special classes of the art school were 120 pupils in addition to those from the academy and polytechnic school.—(Catalogues and returns.)

For further information in regard to these colleges and universities, see Table IX of the appendix, and a summary thereof in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Ten of the colleges and universities enumerated above give equal privileges to both sexes. For institutions especially designed for women, see Table VIII of the appendix. For a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Missouri Agricultural and Mechanical College* (connected with the University of Missouri), Columbia, reports a course of study comprising 10 semesters. The first 2 semesters are occupied by the preparatory course; the next 4, by the course in horticulture; the course in agriculture includes that of horticulture and covers 2 more years. Completion of the course in horticulture is evidenced by a certificate from the faculty; that of agriculture leads to B. AG., while, by a special regulation, any student of the university can enter any of the classes of the agricultural college for the study of any particular subject and be excused when that subject is finished. Such students receive testimonials of standing from the dean of the college.

The *Missouri School of Mines and Metallurgy*, at Rolla, gives instruction preparatory to the regular technical course and has 3 years' courses in civil and mining engineering. A course of 3 years also leads to PH. B., and an optional course includes book-keeping, Latin, Greek, English, and German, land surveying, &c.

[1] Forty-one students of the normal institute do not seem to be included in this number.
[2] See Industrial Training, under Special Instruction.

The *Polytechnic School of Washington University*, St. Louis, reports courses in civil and mechanical engineering, chemistry, mining and metallurgy, building and architecture, and in science and literature. These courses extend through 4 years; similar during the first two years, they then diverge more or less. All the shops of the Manual Training School are open to students of the polytechnic classes, and systematic instruction is given in the use of the more common hand and machine tools.—(Catalogues, 1879–'80.)

For statistics, see Table X of the appendix, and a summary in the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction is given in Christian University (Christian), St. Vincent's College (Roman Catholic), Central College (Methodist Episcopal South), Lewis College (Methodist Episcopal), La Grange College (Baptist), William Jewell College (Baptist), Central Wesleyan College (Methodist Episcopal), and a course of biblical studies is found in Pritchett School Institute. The regular theological schools of the State are the Jeremiah Vardeman School of Theology, Liberty (connected with William Jewell College), and the Concordia College Seminary, an Evangelical Lutheran school at St. Louis. Both of these have 3 years' courses, while the latter requires the students to show their qualifications for admission as students for the ministry prior to entering.—(Catalogues and returns.)

Legal instruction is given to candidates who pass the proper examinations in the Law School of the Missouri University and in the St. Louis Law School. Both report courses of 2 years; in the former, of 31 weeks a year; in the latter, of 36 weeks. The graduates in 1880 of this department of the State University were 12; of this department of Washington University, 23.—(Catalogues and returns.)

Medical instruction is given in the following 5 "regular" schools: the medical department of the Missouri University, which has a required graded course with 2 terms of 9 months each and requires an examination in English prior to entering the junior class; the Kansas City College of Physicians and Surgeons, which requires 3 years of study and attendance on 2 lecture courses of 21 weeks each year; the St. Joseph Hospital Medical College, which offers a 3 years' graded course and requires 3 years of study and attendance on 2 courses of lectures of 20 weeks each; the Missouri Medical College, St. Louis, offering a 3 years' graded course and requiring 3 years of study and attendance on 2 lecture courses of 5 months each; and the St. Louis Medical College, which also requires 3 years of study in a graded course and attendance on 2 lecture courses of 6 months each, students also being obliged to pass an examination prior to entering the middle or senior class.—(Catalogues and returns.)

The American Medical College of St. Louis (eclectic) requires 3 years of study and attendance on 2 full lecture courses of 5 months each, or the reading of medicine 2 years and attendance on 4 courses of lectures, with intermediate reading.

The St. Louis College of Homœopathic Physicians and Surgeons began its first annual course of lectures September 28, 1880, admitting women and offering an optional 3 years' graded course. It requires 3 years of study and attendance on 2 courses of lectures of 5 months each. An examination prior to entering the scientific (second) class is announced.

The Missouri Dental College, St. Louis, offered a 3 years' graded course in 1878–'79 and announced that this would be required of all students entering after that session, but seems to have receded from this position, and in 1879–'80 required (after passing a preliminary examination) attendance only on a 2 years' lecture course of 5 months each year.—(Circulars and returns.)

Two other dental colleges, the Kansas City Dental College, Kansas City, and the Western College of Dental Surgeons, St. Louis, are referred to in the Dental Cosmos as existing in 1879–'80.

The St. Louis College of Pharmacy requires 4 years' service with an apothecary and attendance on 2 graded lecture courses of 5 months each.

For statistics of the professional schools, see Table XI, XII, and XIII of the appendix, and summaries of these in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Missouri Institution for the Education of the Deaf and Dumb*, Fulton (founded in 1851), reports 291 pupils in 1879–'80, of whom 39 had completed the 8 years' term prescribed by law. Articulation, lip reading, the common English branches, printing, cabinet making, shoemaking, and dressmaking are taught. Since the foundation 714 pupils have been taught here. Four years ago the age of admission was from 7 to 30, with ten years of instruction allowed; since then the limit is 9 to 21, and the course 8 years. The average number of years spent in the institution is, however, six.—(Return and report).

The *St. Louis Day School for Deaf-Mutes* (which was opened December 2, 1878, and is under the control of the board of public schools) reports 59 pupils received since the foundation and 40 under instruction in 1879–'80.

EDUCATION OF THE BLIND.

The Missouri School for the Blind, St. Louis (founded in 1852), reported 98 pupils in 1880, who were taught sewing, fancy work, broom, box, and brush making, cane seating, mattress making, and doubtless the common branches, though no report is made as to this. The number of instructors and other employés was 20, 3 of them blind. (Return.)

TRAINING OF NURSES.

The Missouri School of Midwifery, St. Louis, was incorporated and organized in 1875. In 1880 there were 3 instructors and 16 pupils. Since 1875 there have been 180 persons trained here, while 143 have graduated.—(Return.)

INDUSTRIAL TRAINING.

The *Manual Training School of Washington University*, St. Louis (fully described in the Report of the Commissioner of Education for 1879), has a course of instruction covering 3 years, and the school time of the pupils is about equally divided between mental and manual exercises.—(University catalogue.)

Two industrial schools, the *Blind Girls' Industrial Home* and the *Girls' Industrial Home*, both in St. Louis, are in existence, but have not yet reported for 1879–'80.

HOMES FOR ORPHAN OR DEPENDENT CHILDREN.

Information has been received up to date from 7 such institutions. They are as follows: the Catholic Protectorate of St. Louis, Glencoe, reporting 36 inmates; the Home of the Friendless, St. Joseph, 31; St. Joseph's Convent of Mercy, St. Louis, 30 girls "in industrial school;" Episcopal Orphans' Home, St. Louis, 50 in number; St. Joseph's Male Orphan Asylum, St. Louis, 280 boys; St. Bridget's Half Orphan Asylum, St. Louis, 120 girls; and the German St. Vincent's Orphan Asylum (or association), also at St. Louis, reporting 126 inmates. All teach reading, writing, and arithmetic. Sewing and housework are generally taught, and in the Episcopal Orphans' Home Kindergarten instruction is given. Drawing is taught at St. Bridget's; drawing and music at St. Vincent's.—(Returns.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATIONS.

The superintendent of public schools states that 5 distinct associations of teachers of the white schools have been established. These are the State association proper and four auxiliaries in different sections of the State. The last are for the purpose of accommodating teachers who are too far away from the general association. The auxiliary meetings were instituted 3 years ago, and they are found to be especially beneficial to teachers of the different localities. Inasmuch as they know more of the condition and educational needs of their districts, the teachers, by means of these meetings, are stimulated to a healthful rivalry in institutes and associations. In addition to the five associations above named, the colored teachers have established one for the State, which meets annually. Many white teachers and educators attend these meetings and participate in the proceedings. These associations are all largely attended by instructors from the leading private and denominational schools, and the former estrangement between public and private school interests seems to have nearly disappeared.

The *Missouri State Teachers' Association* met at Columbia June 22–24, 1880, with Dr. Morrison, president of Drury College, in the chair, and Miss Grace C. Bibb as secretary. The meeting throughout was said to be characterized by the introduction of the most practical topics for discussion. The results showed harmonious and brotherly feeling in every department of education, from the district school to the university, from the academy to the college. Many of the prominent educators of the State were present, as also many well known citizens. Among the addresses of the occasion was to be one by Wm. T. Harris, LL. D., on "The press as an educator." Reports are lacking as to the subjects treated, but the following recommendations to the legislature were made: to reëstablish the office of county superintendent of schools; to make the minimum school term 6 months; to establish a system of county normal institutes, regulated and controlled by law; to provide for the maintenance of normal schools and the State university; and to see that the course of study be so adjusted that the student, by easy examination, may pass from the primary, through the high school, to the normal, the college, or the university.—(State report, 1880; American Journal of Education, May, June, July, 1880; and Ohio Educational Monthly.)

The *Northeast Missouri State Teachers' Association* was advertised to be held at Kirks-

ville December 27–29, 1880. The programme embraced various educational topics, including "What prominence should be given the natural sciences in our public schools?" "Should the State support free high schools?" "Comparative philology," "Text book legislation," &c.—(New-England Journal of Education.)

The *Inter State Teachers' Association* was to hold a meeting at Trenton, Mo., on June 22–25, 1880. No further information is at hand.—(Iowa Normal Monthly.)

The *Southeast Missouri Teachers' Association* met at Cape Girardeau, December 28–30, 1880. The programme of exercises contained lectures, addresses, and speeches for the evening sessions. Among the topics of the day sessions were "Our educational status differentiated," "Relative value of male and female teachers," "The ethics of compulsion," "Utilitarianism *vs.* the æsthetic," "Reciprocal duties of parents and teachers," "County supervision," "The spelling reform," &c.—(Our School.)

Information as to the other associations is lacking.

CHIEF STATE SCHOOL OFFICER.

Hon. RICHARD D. SHANNON, *State superintendent of public schools, Jefferson City.*

[Second term, January 13, 1879, to January 8, 1883.]

Preceding superintendents in the ten years were Hon. T. A. Parker, 1867–1871; Hon. Ira Divell, 1871; and Hon. John Monteith, 1871–1875.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age (5–25)	41,063	51,123	63,108	72,991	80,122
Enrolled in public schools	23,265	28,786	37,872	47,718	55,423
Per cent. of enrolment to whole number.	49	56	60	60	69
Average daily attendance	.....	.....	.....	46,833	.....
Attending private schools	1,169	767	737	863	.....
SCHOOL DISTRICTS AND SCHOOLS.					
Public school districts	1,028	1,410	1,863	2,215	2,405
Districts having 6 months or more school.	.....	.....	603	749	.....
Districts having no schools	.....	.....	.....	.....	.....
Graded schools	.....	.....	21	32	38
Districts having graded schools	.....	.....	.....	.....	.....
Districts furnishing free text books.	.....	.....	.....	.....	.....
Public school-houses	558	787	1,138	1,516	2,018
Houses built during the year	.....	229	371	378	502
Houses having no blackboard	.....	.....	.....	246	.....
Estimated value of school property.	$490,937	$817,164	$1,167,104	$1,553,929	$1,848,240
Average duration of school in days.	72	74	83	82	96
Number of private schools	40	45	21	30	.....
TEACHERS AND THEIR PAY.					
Male teachers in public schools	510	773	1,046	1,252	1,504
Female teachers in public schools	482	739	1,176	1,483	1,587
Whole number of teachers	992	1,512	2,222	2,735	3,091
Average days taught by males	41,411	55,996	75,996	90,430	111,393
Average days taught by females	36,024	55,901	82,796	106,472	121,723
Average monthly pay of males	$38 50	$38 50	$39 60	$37 98	$38 60
Average monthly pay of females	36 60	33 48	33 80	32 12	33 10
INCOME AND EXPENDITURES.					
Whole income for schools	$371,889	$537,680	$798,660	$834,595	$928,188
Whole expenditures for schools	365,520	534,096	751,901	882,806	928,189
STATE SCHOOL FUND.					
Permanent available fund	.....	.....	.....	$1,217,496	$1,848,239
Estimated eventual amount	.....	.....	$18,914,308	18,914,308	15,000,000

TICS OF NEBRASKA—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1879-'80.		Increase or decrease since 1870-'71.	
66,191	92,161	104,030	123,411	142,348	I.	18,937	I.	101,285
59,966	56,774	62,765	76,956	92,549	I.	15,593	I.	69,284
70	61	60	62	65	I.	3	I.	16
.....	.....	.....	.....	60,156	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....
2,513	2,496	2,690	2,776	3,132	I.	356	I.	2,104
.....	.....	1,168	1,242	1,394	I.	152	.....	.....
.....	.....	.....	173	210	I.	37	.....	.....
56	61	60	62	70	I.	8	.....	.....
.....	.....	48	62	70	I.	8	.....	.....
.....	.....	72	137	246	I.	109	.....	.....
2,195	2,212	2,231	2,489	2,701	I.	212	I.	2,143
77	17	19	191	195	I.	4	.....	.....
.....	.....	.....	269	301	I.	32	.....	.....
$1,069,694	$1,862,386	$1,806,467	$1,810,088	$2,064,768	I.	$254,680	I.	$1,643,831
96	127	92	107	109	I.	2	I.	37
.....	.....	.....	.....	.....	.....	.....	.....	.....
1,468	1,571	1,609	1,607	1,670	I.	63	I.	1,160
1,893	2,153	2,121	2,211	2,430	I.	219	I.	1,948
3,361	3,724	3,730	3,818	4,100	I.	282	I.	3,108
109,577	121,403	109,347	125,332	140,822	I.	15,490	I.	99,411
135,971	160,011	145,546	173,669	202,125	I.	28,456	I.	166,101
$37 14	$35 46	$34 65	$33 25	$36 12	I.	$2 87	D.	$2 38
32 84	31 80	25 75	29 55	31 92	I.	2 37	D.	4 68
$865,274	$633,211	$665,068	$881,308	$1,121,794	I.	$240,486	I.	$749,905
919,344	861,264	*750,520	948,729	1,137,995	I.	189,266	I.	772,476
$1,318,044	$1,615,021	$2,120,185	$2,325,624	$3,323,217	I.	$997,593	.....	.....
15,000,000	18,229,687	18,734,849	20,329,684	20,754,810	I.	425,126	.....	.....

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction, elected by the people every 3 years; a superintendent of public schools for each county, elected every 2 years; a board of 3 trustees for each ordinary district, elected for 3 years, one to be changed each year; a board of 6 trustees, with change of one-third annually, for any district having more than 150 children of legal school age (5–21); a board of 6 regents of the State University, to hold office 6 years, with annual change of two; a normal school board of 5, appointed by the governor for 5 years, with 2 ex officio members; and a board of school lands, composed of the chief officers of the State, are the educational officers in the State. The district trustees and regents of the university are chosen by the people.

OTHER FEATURES OF THE SYSTEM.

To draw public money, schools must be taught 3 months, if there are less than 75 pupils; 6 months, if less than 200; and 9 months, if more than 200. Schools are sustained (1) from a local tax, which in cities may not exceed 10 mills on the dollar and 25 mills in other districts; (2) from a State tax, not to exceed 1½ mills on the grand assessment of the State, to be used only in the payment of teachers; (3) from the interest on the permanent school fund; (4) from lease or sale of school lands and interest on unpaid principal of school lands sold; and (5) from certain fines and licenses. The State tax and income from the school fund and lands are divided equally among the counties in proportion to the number of children of school age. The county superintendent adds to the amount thus apportioned the proceeds of fines imposed and licenses taken in the county, and divides one-fourth of this equally among the districts and three-fourths pro rata according to the children of school age. To receive their wages teachers must hold certificates from the examining officers or a graduate's diploma from the State Normal School, and must send to the proper officers monthly reports. Provision is made for graded or high schools. No sectarian instruction is allowed in any public school.

GENERAL CONDITION.

In 1879–'80, as compared with 1878–'79, the educational statistics indicate an encouraging advance at almost all important points, youth of school age increasing 18,937, the public schools absorbing nearly this whole increase, and the private and church schools probably taking most of the remainder; while in 356 more school districts, 8 more graded schools, and 212 new school-houses, ample provision for the increased demand for education seems to have been made, especially as the $254,680 additional valuation of school property indicates that many of the new school buildings must have been large and commodious ones. Then, too, an increase of school term by an average of 2 days and the employment of 282 more teachers show a fair growth of educational advantages; a considerable increase in the average pay of teachers indicates, too, the probable employment of a large number of higher class than previously. Visitation of schools by the county superintendents, if not quite as frequent, seems to have been upon the whole more thorough, as 232 more days were devoted to the inspection made. And as the valuation of all property is much enhanced, a fair basis for a large increase of school revenue, and thus of the extension of these various increased advantages, seems to have been laid.

REVIEW FOR THE TEN YEARS.

Compared with 1870–'71, the increase is very striking, youth entitled to free schooling being over 100,000 more, those in the public schools falling only about 30,000 short of this whole increase, and the thoroughness of the enrolment in the 10 years advancing an average of 1.6 per cent. each year. Then, to meet the increase of school population, 2,104 more school districts, with 2,143 more school-houses, were organized, the valuation of the additional accommodations thus provided being put at $1,643,831. And with 3,108 more teachers in this vastly widened field, it is encouraging to read that the qualifications of these teachers have been much improved through the influence of normal schools and teachers' institutes.

CITY SCHOOL SYSTEM OF OMAHA.

OFFICERS.

The educational officers here are a city board of 12 members, 2 from each ward, one-half changed annually, and a city superintendent.

STATISTICS.

In 1879–'80 there were 10 school buildings and 55 school rooms, with 3,700 sittings, all valued (with sites, furniture, and apparatus) at $402,833. The schools appear to have been in 3 divisions—primary, grammar, and high—having 3,517 pupils, with 55 female and 2 male teachers, and sessions were held on 197 days, at a cost of $80,304. The enrolment for the year exceeded by 3¼ per cent. the increase of school youth (which last was 16 per cent. higher than that of 1878–'79) and the increase of average daily attendance was fairly proportional to this. The percentage of attendance on average enrolment reached the high rate of 93¼; that of scholarship at the annual examination was 76. Below the high school there were 8 grades, the promotions being based on mid-term and term examinations. Singing, drawing, and instruction in morals were daily exercises in all the schools. There were 10 private and parochial schools, with 2 male teachers and 8 females; number of pupils, estimated at 300.—(Return, June, 1880, and report of 1879.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The State Normal School, Peru, organized in 1867, for 1880 reports 9 resident instructors, 276 students, and 40 graduates, 38 of whom engaged in teaching. The school had a 5 years' course, divided into elementary and higher courses, the former of 3 years the latter of 3 additional years in the higher branches, to include professional instruction in the laws of mental development with their application to teaching, and also school gradation, supervision, and management.—(Report and return, 1880.)

OTHER NORMAL TEACHING.

The *Central Normal School*, Genoa, organized in 1878, reports 4 resident instructors (including the principal), 71 students, and a 5 years' course of study in the normal department; also common school and classical courses of 5 years each. Music, drawing, and German were taught, and much attention was given to the moral and religious influence of the school.—(Catalogue.)

Lancaster County Normal Institute, Lincoln, organized in 1876, reports 5 resident teachers, including the principal, and gave normal instruction almost exclusively.—(Prospectus, 1881.)

Santee Normal Training School, Santee Agency, first opened for school purposes in 1870, under the care of the American Board of Commissioners for Foreign Missions, and taking something of a normal shape in 1880, reports for that year 5 resident teachers, including the principal, and 87 students, 3 of them normal. The Indian vernacular was used in teaching. Although hardly in shape as a normal school, it was working up to it, its original intent being the cultivation of native teachers, preachers, business men, and model mothers for the Dakota Nation. A large number of its former pupils are filling important places as pastors, teachers, government clerks, and Christian mothers.—(Return and catalogue, 1880.)

St. Paul's Boarding School, Yankton Reserve, organized in 1873 (under the care of the Protestant Episcopal Church, Rt. Rev. William H. Hare, Bishop of Niobrara, president), reports 4 resident teachers. For 8 years this school has been doing substantially the same work as above, including instruction in useful industries as well as in useful studies.—(Spirit of Missions.)

There were teachers' courses in 1880 in Doane College, Crete, and Nebraska Wesleyan University, Osceola; that in the former of 4 years, in the latter of 2 years.

TEACHERS' INSTITUTES.

The school law provides that two kinds of teachers' institutes shall be held in the State, viz, normal institutes, to be organized by the State superintendent, and county institutes, to be organized by county superintendents. The State superintendent shall locate the former, fix the length of term, designate what counties shall be included, and provide competent teachers. The county superintendents belonging to such districts are required to attend, at least for one week, for the purpose of comparing notes on the best methods of school work, the sessions lasting from 2 to 6 weeks. The county institute—a gathering of teachers for conference in regard to school management, ways and means of instruction—usually holds a session of from 2 to 5 days. The first institute held in the State was in 1872, and for several years only two or three a year were held. But during the two years of 1879 and 1880 there were 35 held; and in 1880, in different parts of the State, 19, probably including State, county, and private ones.—(School laws and State report for 1880.)

EDUCATIONAL JOURNALS.

The Nebraska Teacher, begun July 1, 1872, and issued monthly, at Beatrice, served as the State educational journal until the close of 1876, when, with other monthlies

of the Northwest, it was sold to the projector of the Educational Weekly, which began in January, 1877.

The Literary and Educational Notes, begun February 15, 1878, and published at Kearney, continued through 1880 to give in its semimonthly issues educational items for the State.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent reports for 1880 a total of 20 high schools, having 1,040 pupils. Teachers of this high grade were not reported separately.

There is no earlier report of high schools in the State than the one for 1874. Then there were 6 schools, with 424 pupils, showing, as compared with 1880, an increase in 4 years of 14 schools and of 616 pupils.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Nebraska*, Lincoln (non-sectarian), open to both sexes and all races, erected during 1879 and 1880 a university boarding hall, which met the demand for additional accommodations. The university was opened in 1871, beginning with but one of 6 schools authorized by law, the college of literature, science, and the arts. In 1873, a college of agriculture was added. In this no change has been made, nor in the courses of study originally adopted.—(State report for 1880 and catalogue.)

The other collegiate institutions were Doane College, Crete (Congregational), opened in 1872; Nebraska College, Nebraska City (Protestant Episcopal), opened in 1878; Creighton University, Omaha (Roman Catholic), opened in 1878, and Nebraska Wesleyan University, Osceola (Methodist), opened in 1879. All these had preparatory courses of 2 to 6 years and classical collegiate of 4 years, with scientific of 4 years in all but Creighton. Nebraska Wesleyan had also a 3 years' scientific course; Doane, an English one of like length, with provision for additional German, French, and Anglo-Saxon instruction; and in 1880, a literary course of 5 years and teachers' course of 4. Nebraska Wesleyan in the same year had also a teachers' course and a course of music, each of 2 years, with a course for non-residents, of 1 year.

For full statistics of such colleges as report to this Bureau for 1880, see Table IX of the appendix to this volume; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

There were in 1880 no institutions reported as colleges exclusively for young women; but Brownell Hall, Omaha, opened in 1863, may fairly claim equality with many classed as such. Doane College, the State University, and the Nebraska Wesleyan offer the same advantages to women as to men.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The University of Nebraska, in its Industrial College, reports scientific, Latin-scientific, engineering, and agricultural courses, with preparatory ones of 2 years each for the three first and 1 year for the last; there is also a shorter agricultural course of 2 years, with one year preparatory. During the first 3 collegiate years, all male students are trained in military science and tactics. Doane and Nebraska Colleges report scientific courses of 4 years each. For statistics, see Tables IX and X of appendix to this volume.

PROFESSIONAL.

Nebraska Divinity School, Nebraska City (Protestant Episcopal), opened in 1866, under the personal instruction of the bishop of the diocese and one of his presbyters, and the *German Theological School*, Crete (Congregational), opened in 1878, gave theological instruction in 1880. In both a course of 4 years of academic and one of 3 years of theological instruction are in all ordinary cases required.

No schools of *law* or of *medicine* are reported. Those provided for in the scheme of the State University were still unorganized in 1880.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

Nebraska Institute for the Deaf and Dumb, Omaha, organized in 1869, reported in 1880 a principal, with 4 teachers, a matron, foreman, and 81 pupils. The aim is to give a fair English education. Articulation was taught only to a limited extent, as no special teacher was provided. The audiphone had been used with benefit only in cases where the auditory nerve was sound and the teeth good. During 1880, a workshop was built, in which 8 were learning carpentry and 10 learning to print. Girls were taught general housework, needle and fancy work.—(State report, 1880.)

INSTRUCTION OF THE BLIND.

The Nebraska Institute for the Blind, Nebraska City, opened in 1875, reported in 1880 a principal, 3 teachers, 28 pupils enrolled, and 22 in average attendance; instruction was given in branches ordinarily taught in the best graded schools, in vocal and instrumental music, and in some of the industrial arts. On completion of the full course, the pupils are graduated as from other institutions of learning.—(State report, 1880.)

STATE REFORM SCHOOL.

A bill passed the legislature in 1880 to establish a State Reform School at Kearney, and $10,000 were appropriated for buildings and to support the school for two years. A building was erected, but the school could not be opened till further legislation could be had. This building is on a farm of 320 acres, donated by the citizens of Kearney, far away from the large towns. It is provided that the institution must be a school, not a prison. Every scholar must be taught a trade or some means of earning a livelihood.—(State report, 1880.)

EDUCATIONAL CONVENTIONS.

STATE CONVENTION OF COUNTY SUPERINTENDENTS.

Two meetings of this kind were held in 1880; one at Lincoln, January 7, the other at Wisner, in the following week. Papers were read on the following topics: "The superintendent's relation to the normal institutes and hints for the management of the same," "Conventions of school officers," "How to assist school boards in the management of their business," "A course of study for country schools," "The evils arising from a diversity of text books," "How the work of county superintendents may be made useful and profitable," "The means of obtaining fuller and more correct reports from district officers." The attendance was large, the discussions able, and the results are said to have been highly beneficial. Committees were appointed to prepare work for future meetings of the kind.—(State report, 1880.)

STATE TEACHERS' ASSOCIATION.

The annual meeting of this association was held at Seward, March, 1880. Papers were presented on the following topics: "A course of study from real life," "Grading the public schools," "Requisites to successful teaching," "Industrial drawing," "Aims and principles of study," "Oral instruction as tested by experience," and "The State as an educator." The attendance was large and the exercises were varied and interesting.—(State report, 1880.)

CHIEF STATE SCHOOL OFFICER.

Hon. W. W. W. JONES, *State superintendent of public instruction, Lincoln.*

[First term, January 4, 1881, to January 4, 1883.]

Preceding superintendents for the ten years past were Hon. S. D. Beals, 1869 to 1871; Hon. J. M. McKenzie, 1871 to 1877; Hon. Samuel R. Thompson, 1877 to 1881.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.
POPULATION AND ATTENDANCE.				
Youth of school age (6 to 18)	4,409	4,950	5,675	6,315
Enrolled in public schools	2,505	2,844	3,848	3,864
Average number belonging	.....	2,372	2,701	3,285
Average daily attendance	.....	2,080	2,390	2 884
Attending private schools	354	439	519	680
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts	54	58	.....	71
Number of districts reporting	38	38	.....	68
Number which voted district tax	3	5	.....	8
Number of public schools	68	76	.....	108
Number sustained without rate bill	32	49	.....	68
Number of school-houses	43	50	.....	59
Number unfit for use	4	8	.....	5
Ungraded schools	45	52	.....	69
Graded schools	23	24	.....	39
High schools	1	1	.....	2
Average length of term in days	142	190	.....	151
Volumes in school libraries	1,134	1,152	.....	983
Value of school property	$57,085	$70,480	.....	$121,011
TEACHERS AND THEIR PAY.				
Men teaching	24	26	29	35
Women teaching	50	47	47	80
Total number of teachers	74	73	76	115
Average pay of men	.....	$116 53	$116 53	$100 56
Average pay of women	.....	88 73	88 73	
INCOME AND EXPENDITURE.				
Whole receipts for public schools	.....	.....	.....	$146,181
Whole expenditure for public schools	.....	$98,469	$98,468	124,301
SCHOOL FUND.				
Amount of State school fund	$58,000	$104,000	$104,000	.....

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction, elected by the people for 4 years, and a State board of education, composed of the governor, superintendent, and surveyor general, have the management of public school affairs in the State. The local officers are county superintendents elected by the people for 2 years, county boards of examiners appointed by the county superintendents, and district boards of trustees numbering 3 or 5 members, according to population

OF NEVADA—1870-'71 TO 1879-'80.

1874-'75.	1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
7,538	8,475	9,364	9,922	10,295	10,592	I. 297	I. 6,183
5,082	5,521	7,353	7,612	7,590	9,045	I. 1,455	I. 6,540
3,745	4,142	5,366	5,127	.....	.....	.....	.....
3,286	3,832	4,800	4,666	5,108	5,401	I. 293	.....
700	931	849	1,061	814	970	I. 156	I. 616
.....	.....	89	82	109	109	.....	I. 55
68	72	75	77	103	.....	.....	.....
4	7	8	6	9	12	I. 3	I. 9
.....	.....	143	185	.....	.....	.....	.....
101	83	89	94	142	107	D. 35	I. 75
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	9	.....	.....	.....
.....	.....	20	54	39	81	I. 42	I. 36
.....	.....	123	131	117	111	D. 6	I. 88
.....	3	3	5	4	3	D. 1	I. 2
168	154	150	152	147.6	142.8	D. 4.8	I. 0.8
1,082	1,281	754	665	.....	.....	.....	.....
.....	.....	$253,306	$283,338	$221,294	$275,274	I. $53,980	I. $218,189
.....	36	49	45	49	92	I. 43	I. 68
.....	77	106	124	135	105	D. 30	I. 55
.....	113	155	169	184	197	I. 13	I. 123
.....	$112 63	$106 13	$106 00	$84 46	$101 47	I. $17 01	.....
.....	85 20	89 53	84 00	83 09	77 00	D. 6 09	.....
$188,117	$195,535	$256,902	$236,491	.....	$158,947	.....	.....
161,299	162,761	231,339	205,147	a$179,279	a144,244	D. $35,035	.....
.....	$274,500	.....	.....	$380,000	$415,000	I. $35,000	I. $357,000

a Exclusive of balance on hand.

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained by the income of the State school fund, a State tax of half a mill on the dollar annually,[1] county taxes of 15 to 50 cents on the $100 of taxable property, and, where the State and county funds are inadequate to maintain schools 6 months in the year, a district tax sufficient for the purpose. Rate bills may be levied at the discretion of trustees for the purpose of prolonging schools which have been maintained 6 months in the year by public funds and have been free to all pupils. State and county school funds raised by taxation are apportioned as follows: 25 per cent. to each district, according to the number of teachers assigned it, reck-

[1] With apparently 5 per cent. of all State taxes collected.

oning one to each 100 census children or fraction thereof; the remainder, in proportion to the number of persons 6 to 18 in the district. The interest accruing from the irreducible school fund is apportioned semiannually to the counties according to the number of census children in each. To receive their share of the public funds, districts must maintain at least 3 months in the year schools taught by a qualified teacher. No sectarian books may be used or doctrines taught, but a uniform series of text books prescribed by the State board of education must be used. Teachers cannot receive pay from public funds unless they have a certificate of qualification from the State or county board of examination and have made the reports of school statistics required by law. County superintendents are required to make annual reports to the State superintendent, failing in which they forfeit $200 of salary. The State superintendent reports biennially. Teachers' institutes of 5 days each may be held by the county superintendent, by arrangement with the State superintendent, when 25 teachers express a readiness to attend and $100 of the general county funds are appropriated for their expenses, provided the institutes are approved by the board of commissioners—a complication of arrangements that has made the holding of institutes almost impossible.

GENERAL CONDITION.

The statistics show a small increase in population 6–18 and a much larger one in the total number enrolled in public schools, with a corresponding increase in the average daily attendance. There were 36 more schools taught by 13 more teachers (43 more men and 30 fewer women), the average monthly pay of men having been increased by $17.01 and that of women decreased by $6.09. While the State school fund increased during the year by $35,000 the expenditure for public school purposes decreased by about the same amount.

The State superintendent considers the schools to be in as good condition as they can be considering the large area covered by the State, the few facilities for travel and the sparsely settled districts necessitating in many cases small schools. In the larger school communities the work of education has been systematically advanced. Special attention has been paid to the work of grading during the last two years, and the result has been a marked improvement. Notwithstanding the hard times, which have made the burden of the support of public schools hard to bear, the sentiment has prevailed that they must be maintained, and in many instances extraordinary sacrifices have been cheerfully made for them. Among other improvements during the two years covered by the superintendent's report 2 new school buildings are mentioned—one erected in Reno, the other in Eureka, both being large, well adapted to their purpose, and pleasing specimens of architectural design.—(State report, 1880.)

PROGRESS DURING TEN YEARS

A comparison of the statistics of 1870–'71 with those of 1879–'80 shows improvement in nearly every point. The school population and number enrolled in public schools have increased, the latter in much higher proportion than the former; the average daily attendance also shows a most healthful growth and has kept pace with the average belonging in the years in which both are reported. There are 55 more districts reporting; 9 more levy a special tax; schools are maintained without rate bills in 75 more; there are 126 more schools sustained, of which 88 are graded and 2 high; and 123 more teachers are employed, of whom 68 are men and 55 women.

CHANGES SINCE 1870.

The most important additions to the school law made during the last ten years have been a provision for compulsory attendance on public schools of children 8 to 14 for at least 16 weeks in the year, an act forbidding discrimination in the salaries of teachers on account of sex, and an act to locate the State University at Elko and provide for its control and maintenance—all adopted in 1873. The only change made in 1879 was a provision for Kindergarten departments as a part of the public school system. This was done at Carson City, where such a department was established and is said to have been successfully carried on.—(State report for 1879 and 1880.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Each village, town, or incorporated city forms one school district, the schools of which are under the control of trustees. In such cities as number more than 1,500 registered voters there must be 5 trustees; in those with smaller number, 3.

VIRGINIA CITY.

A return from Virginia City gives the following statistics: Estimated population, 13,705; number of school age, 2,559; enrolled in public schools, 2,260; average attendance, 1,276; estimated number attending private and parochial schools, 447; value of

public school property, $71,500; number of school rooms for study, 31, of which 22 were for primary, 7 for grammar schools, and 2 for the high school, all affording 1,545 sittings for study. There were 32 teachers, of whom 29 were women; average attendance for each teacher, 42. Total expenditures for public school purposes, $44,437.

The course of study embraces 11 years. Four days are allowed teachers annually for the purpose of visiting other schools. The necessity for special taxation to support the schools has been felt here as elsewhere throughout the State, the school funds being insufficient, owing to a decrease in the yield of bullion. One result of the lack of funds was a reduction in the number and pay of teachers; another, the adoption of the half time system in the lowest grade of primary schools. The latter measure is reported a success. An increased interest in primary school instruction is also reported.—(Pacific School and Home Journal, April, May, September, 1880.)

GOLD HILL.

Gold Hill has not yet sufficient population to entitle it to notice, on that account; but, for its zeal in education, it may be said that it had in 1880 a course of study covering 12 years, a special tax of $12,500 voted for the schools, and the half time system for primary schools in operation. Teachers are allowed three days each year to visit other schools and observe their methods. There was a movement to secure a uniform grading of this and Virginia City—contiguous cities forming really one community—but the effort did not succeed.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

There is no indication of the existence of any normal school either public or private in the State.

TEACHERS' INSTITUTE.

Institutes, State and county, seem to be the only means provided for the training of teachers, and the holding of these is optional with the State and county superintendents. The State superintendent, with the consent of the board of education, is authorized to convene annually a State institute for a session of 5 to 10 days and to engage such instructors for it as he may consider advisable. County superintendents are authorized to call one or more institutes annually on the application of 25 teachers willing to attend. The sum of $100 is appropriated out of the general funds for the expenses of each institute.

Information respecting institutes held in 1880 is wanting.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There are reported a total of 3 high schools in the State, an increase since 1870 of 2. The school in Virginia City reports 43 sittings for study and two teachers of each sex, the principal receiving $160 a month, the assistant $125. There was only 1 pupil in the graduating class for 1880. The school in Gold Hill graduated a class of 10. Military training is given the boys in the latter school to some extent. They are furnished with United States regulation muskets.

OTHER SECONDARY SCHOOLS.

For statistics of any private secondary schools reporting, see Tables IV, VI, and VII of the appendix, and summaries in the report of the Commissioner preceding.

SUPERIOR, PROFESSIONAL, AND SPECIAL INSTRUCTION.

STATE UNIVERSITY.

The State University, at Elko, organized in 1874, is still simply a preparatory school. It reports buildings and grounds valued at $25,000, an appropriation from the State of $6,000 in 1880, and 48 students enrolled, of whom 23 were men and 25 women.—(Return.)

There are no scientific or professional schools reporting from Nevada.

The State sustains no institution for the benefit of her deaf and dumb and blind, but makes provision for their education at the school in Berkeley, California.

CHIEF STATE SCHOOL OFFICER.

Hon. D. R. SESSIONS, *State superintendent of public instruction, Carson City.*

[Term, January 6, 1879, to January 1, 1883.]

Preceding superintendents in the ten years past: Hon. A. N. Fisher, 1867 to 1875, and Hon. Samuel P. Kelly, 1875 to 1879.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age (5–21) a	75,495	77,364	76,167	.....	76,272
Enrolled in public schools	69,016	72,762	69,874	69,178	68,751
Average daily attendance	46,178	49,293	46,759	47,275	48,288
Attending private schools	.....	.....	2,613	.....	3,357
Youth 5–15 out of school	3,907	4,602	3,680	2,593	4,164
SCHOOL DISTRICTS AND SCHOOLS.					
Organized school districts	2,102	2,284	2,183	2,148	.....
Number of public schools	2,373	2,452	2,496	2,502	2,499
Graded schools	.....	325	392	330	403
High schools	.....	.....	27	31	39
Average length of term in days	70	98¼	106	100	100
Number of school-houses	.....	.....	.....	.....	2,223
School-houses unfit for use	385	431	402	390	388
Built during the year	.....	.....	.....	.....	25
Having maps and globes	.....	.....	.....	.....	649
Estimated value of school property	$1,467,907	$1,885,435	$1,944,970	$2,232,080	$2,258,059
TEACHERS AND THEIR PAY.					
Men teaching	518	585	527	482	503
Women teaching	2,910	3,241	3,296	3,330	3,166
Whole number of teachers	3,428	3,826	3,823	3,812	3,669
Teaching successive terms	.....	1,108	1,135	1,262	1,129
Teachers from normal school	.....	.....	.....	.....	237
Average monthly pay of men	$36 95	$37 56	$40 78	$44 87	$42 61
Average monthly pay of women	22 03	24 33	23 84	24 90	25 54
RECEIPTS AND EXPENDITURES.					
Total income for public schools	$418,545	$468,528	.....	$492,864	$621,649
Total expenditure for public schools	.....	.....	$507,446	488,104	742,854

a The law respecting the enumeration of youth of school age is very imperfectly attended to, and

OF NEW HAMPSHIRE—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.		Increase or decrease since 1870-'71.	
74,747	73,418	73,785	72,102	71,132	D.	970	D.	4,363
66,699	68,035	66,023	65,018	64,394	D.	624	D.	4,622
48,857	47,921	48,410	48,910	48,966	I.	56	I.	2,788
.....	1,493	3,782	3,066	3,076	I.	10	.....	.....
4,156	3,890	3,980	3,988	3,715	D.	273	D.	192
.....	2,062	2,049	2,007	2,010	I.	3	D.	92
2,498	2,562	2,560	2,535	2,528	D.	7	I.	155
458	424	485	474	489	I.	15	.....	.....
39	37	49	44	47	I.	3	.....	.....
93.7	91.85	96.65	101.5	105.3	I.	3.8	I.	35.3
2,237	2,231	2,261	2,256	2,248	D.	8	.....	.....
417	361	300	291	292	I.	1	D.	93
.....	12	28	26	25	D.	1	.....	.....
.....	699	852	921	1,175	I.	254	.....	.....
$2,248,970	$2,383,144	$2,336,547	$2,280,709	$2,296,808	I.	$16,099	I.	$328,901
553	591	600	628	580	D.	48	I.	62
3,107	2,955	3,026	2,954	2,880	D.	74	D.	30
3,660	3,546	3,626	3,582	3,460	D.	122	I.	32
1,125	1,127	1,279	1,220	1,378	I.	158	.....	.....
.....	295	396	376	377	I.	1	.....	.....
$41 93	$38 37	$37 12	$34 09	$34 12	I.	$0 03	D.	$2 83
25 72	24 71	24 26	22 83	22 23	D.	60	I.	0 20
$652,714	$609,733	$583,441	$587,412	$562,116	D.	$25,296	I.	$143,571
668,046	604,654	636,655	609,588	565,340	D.	44,248	.....	.....

the figures as to the number of such children here given are probably much below the truth.

STATE SCHOOL SYSTEM.

OFFICERS.

The State school officers are a superintendent of public instruction, appointed by the governor for 2 years, and a board of trustees of the State Normal School, composed of the governor, the State superintendent, and 5 persons appointed by the governor to serve 2 years. Up to 1879 the number was 15.

Town school affairs are in charge of committees elected by ballot or appointed by the selectmen. Town or city superintendents may be elected when the people choose.

District officers are a moderator, a clerk, and a prudential committee of from 1 to 3 persons. School districts comprising the whole town must and certain others may elect a board of education of 3, 6, or 9 members, who have the powers of school and prudential committees.

Women may vote in school meetings and are eligible to all school offices.

OTHER FEATURES OF THE SYSTEM.

The public schools are supported by the proceeds of the State literary fund and by a town tax on polls and ratable estate of $350 for school purposes for every dollar in the $1,000 of State tax which such towns are required to raise for general purposes. Towns may raise a larger sum. The State fund is distributed in proportion to the number of scholars not less than 5 years old last reported as attending the public schools not less than 2 weeks. The town fund is apportioned according to the valuation of each district for the year. To be legally employed, teachers must have certificates showing them to be not only competent from an educational point of view and of good moral character, but also of suitable temper and disposition for teaching. Any town or any district with not less than 100 children between 6 and 16 may by vote establish a high school and become a high school district; and two or more districts in the same or in different towns may unite by a two-thirds vote in the support of a high school and form a high school district. Ten per cent. of school moneys may be applied for the conveyance to and from school of scholars who live more than a mile and a half distant.

Since 1871 all persons having charge of children 8 to 14 years old have been required to have them instructed in a public or private school, or otherwise, for at least 12 weeks of each year, 6 of the weeks to be consecutive. Any town or district may make by laws relative to truancy and non-attendance of children 6 to 16, and compel their attendance. The employment of children under 15 in manufacturing establishments is forbidden unless such children shall have attended some school at least 12 weeks during the year preceding, and children under 12 must have attended 6 months or during the entire term of the public school in their district. Employers must have a certificate from the school committee as to such attendance. For violation of this law there is a penalty imposed on employers not to exceed $20 for each offence; also one on parents and guardians of $10 for the first and $20 for every subsequent offence. A later law of 1879 absolutely forbids the employment of children under 10 and imposes on violators a penalty not to exceed $100 nor to be less than $20.—(General laws of New Hampshire, 1878.)

CHANGES SINCE 1870.

Among the more important changes in the laws bearing on education made during the last ten years have been, besides the compulsory school law of 1871 above referred to, enactments in 1874 for the abolition of the State board of education and the repeal of the provisions for holding teachers' institutes; in 1879 to prohibit the employment in factories of children under 10 and to permit probate judges to put neglected or abandoned children less than 14 years old under the guardianship of the New Hampshire Society for the Prevention of Cruelty to Children; also a joint resolution to establish in the State Reform School means of industrial training to prepare the inmates for self support.

GENERAL CONDITION.

The statistics for 1879–'80 show a continued decrease for the year of youth 5-21 years of age and in the total number enrolled in public schools, in the number of schools taught, in the number and pay of teachers, and in the receipts and expenditure for public schools. There was, on the other hand, an increase in the average daily attendance on public schools, in the number of high and of graded schools taught and of school-houses supplied with maps and globes, in the value of school property, in the number of teachers employed in the same school during successive terms, and in the average length of term taught throughout the State, while in the ten years this term was lengthened on an average 35.3 days.

The returns since 1871–'72 indicate a decrease of the enrolment in public schools and an increase in the average daily attendance. This decrease of scholars is attributed by the superintendent to an increase of private and sectarian schools. The loss in public school enrolment was not so great, however, in 1879–'80 as in the previous year; the number attending private schools was about the same, while that of children 5–15 not attending any school was less by 273. The falling off in the in-

come and expenditure for public schools was considerable from 1875, but 155 more such schools were taught at the close of the ten years than at the beginning; the income for them was greater by $143,570; 32 more teachers were employed, and the proportion of men to women was considerably increased, 62 more of the former and 30 less of the latter being on the roll, while the average of qualifications was doubtless higher from the greater number that had been trained in normal schools. Although, unlike the new and commercial States, the population of this State does not increase, the character of the schools is improving and coming into harmony with the educational movements of the age.

CITY SCHOOL SYSTEMS.

OFFICERS.

Towns and cities elect school committees or boards of education for the management of their public schools; they may also make provision for the election or appointment of a superintendent. Manchester has a committee comprising the mayor, the president of the common council, and 1 member for each ward. Dover has 13. Nashua and Portsmouth have each committees of 12 members, and all the above, except Portsmouth, have superintendents.

STATISTICS.

	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Concord	13,521	.....	2,347	1,812	83	$35,775
Dover	11,673	2,350	1,946	1,388	51	23,210
Manchester	32,458	5,640	4,236	2,773	91	47,877
Nashua	13,453	.....	2,244	1,734	51	28,479
Portsmouth	9,732	2,251	1,905	1,549	39	22,995

ADDITIONAL PARTICULARS.

Dover reports 18 public school-houses, with 2,015 sittings for study; the schools were classed as ungraded, primary, grammar, high, and evening; the day schools were taught an average term of 177.3 days; music was a part of the course in all the grades. During the year 1879–'80 the Grube method of teaching numbers and the script word method of teaching reading were introduced. The progress in the evening schools was all that could be desired; average attendance, 75. The high school had 110 enrolled, of whom 40 were boys and 70 girls, graduating a class of 14, of whom all but 2 were girls. There was an estimated attendance of 90 in private and parochial schools. (Report and return.)

Manchester furnished in 24 public school buildings 3,500 sittings for study, the property, including furniture and apparatus, being valued at $286,200. The day schools, classed as ungraded, primary, grammar, and high, were taught 188 days. Evening schools were taught during 5 months of the year, having 214 enrolled and 91 in average attendance. The high school had 175 enrolled, of whom 82 were boys and 93 girls, under 5 teachers. The estimated number attending private and parochial schools was 2,100.—(Return.)

In *Nashua* 16 public school-houses afforded 56 rooms for study, all school property, including furniture and apparatus, being valued at $232,891. The amount expended for school purposes, including repairs, was greater than the year before, but increased attendance reduced the per capita amount from $12.69 to $11.84. Besides the day schools (classed as suburban primary, middle, grammar, and high), 3 evening schools were taught, with an enrolment of 347, of whom 245 were in average attendance. Over 100 were attending for the second or third year. These schools have ceased to be an experiment; they are considered a most valuable feature of the system; and it is said that no money expended for educational purposes brings better returns than that which is paid for them. The high school course was materially changed during the year, a commercial course of 2 years established, and a more practical character given to the other departments. The attendance was 186, of whom 109 were girls. It is estimated that only 20 pupils are attending private or parochial schools.—(City report and return.)

Portsmouth reports in 13 public school buildings 36 rooms for study; school property, including furniture and apparatus, valued at $22,100; a term of 198 days taught; the schools classed as primary, intermediate grammar, and high, the latter having 147 pupils enrolled (79 girls and 68 boys) and 105 in average attendance.—(Report and return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, PLYMOUTH.

The State has but one normal school, for which it appropriates annually $5,000, to be expended as the trustees may direct. It was established in 1870 as a professional school

for the training of teachers for the common and high schools. The full course is 2 years, but students preparing to teach in primary schools may upon satisfactory completion of studies required in such schools receive certificates covering those branches. A training school connected with the institution affords students ample opportunity for practice under the supervision of professors. The school is reported to be thoroughly professional according to advanced methods, and is growing in public favor. Its attendance increases from year to year, and its graduates are quickly absorbed into the schools of the State.

TEACHERS' INSTITUTES.

The law makes no provision for institutes; but teachers in different parts of the State have organized and held institutes of a high order at their own expense.—(Statement of State superintendent.)

EDUCATIONAL JOURNAL.

No journal of education is published in this State; but information regarding the public schools is found in the New-England Journal of Education for 1879–'80.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent reports 47 district and town high schools, an increase of 3 over the number in 1878–79. In the 24 which report statistics of attendance there were 952 boys and 1,085 girls enrolled, a total of 2,037, of whom 1,827 were residents of the State. There were 560 studying ancient languages and 271 modern. Thirteen of the schools report libraries containing from 20 to 1,200 volumes and aggregating 4,444.

PRIVATE SECONDARY SCHOOLS.

The statistics of private schools of higher grades from 33 towns, as given in the superintendent's report for 1881, show a total attendance of 2,748 pupils, of whom 1,558 were boys and 1,190 girls. Of these 813 were studying ancient and 272 modern languages. One hundred and twenty-seven teachers were employed, of whom 67 were men and 60 women.

For statistics of such schools reporting to this Bureau, see Tables IV, VI, and VII of the appendix, and for summaries of them, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

DARTMOUTH COLLEGE.

Dartmouth College, Hanover, organized in 1770, is under the influence of the Orthodox Congregational Church, and is exclusively for young men. Its departments are academic, medical, agricultural, and scientific, the latter including the Chandler Scientific School and Thayer School of Engineering. In the academical department, besides a 4 years' classical course with the modern languages, a Latin-scientific course has been established, differing from the classical only in the omission of Greek and the substitution of an additional amount of mathematics, sciences, and modern languages, and leading to the degree of bachelor of letters. Graduates of approved preparatory schools since 1877 have been admitted to the academical department on the certificates of their principals without examination. In the 10 years from 1870–'71 to 1879–'80 there was a moderate advance in the requirements for admission, with more written exercises; the number of the general faculty rose from 32 to 33, but the number of students in all departments fell from 438 to 396.—(Catalogues.)

For statistics of the academical department in the latter year, see Table IX of the appendix, and the summary in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION OF WOMEN.

For statistics of institutions devoted to the higher education of women, see Table VIII of the appendix, and summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Instruction in scientific and related branches is given in the State College of Agriculture and the Mechanic Arts (organized in 1866), in the Chandler Scientific School (organized in 1852), and in the Thayer School of Engineering (organized in 1871), all departments of Dartmouth College.

The Chandler Scientific School was established for the purpose of giving instruction in the practical and useful arts of life, but chiefly in mechanics, civil engineering, machinery, carpentry, masonry, architecture and drawing, together with the modern languages and English literature, book-keeping, and other practical branches. The course covers 4 years and leads to the degree of bachelor of science. That of master was still given in course in 1880 to bachelors of 3 years' standing.

In the Agricultural College the course covers 3 years and includes the English portion of a regular college course, together with such additional studies as meet the necessities of the farmer. Candidates for admission are examined in arithmetic, algebra to quadratics, English grammar, geography, United States history, and orthography.

The Thayer School provides an exclusively professional training in civil engineering in a 2 years' course. The Latin-scientific course at Dartmouth and the Chandler Scientific School give an exceptionally good preparation for the Thayer School.

For statistics, see Table X of the appendix, and a summary in the report of the Commissioner preceding.

PROFESSIONAL.

The only school for professional instruction reported is the medical department of Dartmouth College, which requires for admission of applicants who are not graduates of some college, academy, or high school, an examination to test their fitness for medical study, and, for the degree of M. D., 3 full years of medical study under a preceptor, attendance on 2 full courses of lectures of 16 weeks each year, and practice in dissection. For statistics, see Table XIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The State supported 12 children during the year 1879–'80 in the Perkins Institution and Massachusetts School for the Blind, at Boston; in the Institution for Deaf-Mutes at Hartford it had 20, in the institution at Northampton 2, and in the Massachusetts School for Idiotic and Feeble-Minded Youth, Boston, 3.—(Communication from State superintendent.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *State Industrial School*, Manchester, had 173 pupils under instruction and training during the year 1879–'80, the number at date of the report being 115, all boys but 15. The common school branches are taught, and some of the higher ones, as philosophy, algebra, and history. The boys are taught shoemaking, chair seating, and farming; the girls are employed in sewing and general housework. Measures have recently been taken for the introduction of other and more profitable employments or trades; the legislature has appropriated money for the erection of a building and the purchase of machinery, and it is expected soon to establish the manufacture of chair frames. The discipline of the school is parental, and the training in a large majority of cases results in reformation.—(Report for 1880 and return.)

The *New Hampshire Orphans' Home*, Franklin, a private and non-sectarian home organized in 1871 that is supported by voluntary contributions, reports 24 boys and 21 girls under instruction in 1879–'80.

The *Orphans' Home*, Concord, organized in 1866, under Protestant Episcopal influence, reports 7 boys and 20 girls. In both the pupils are taught the common school branches, with the addition of farming and gardening for the boys and housework for the girls.—(Returns.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The annual meeting of the State Teachers' Association held at Keene was fully attended. The papers and discussions were of a high order, and all related to questions of great practical importance to school teachers. Among those who participated prominently in the exercises were Hon. Charles A. Downs, ex State superintendent; Professor Hiram Orcutt; Hon. B. G. Northrop, secretary of the board of education of Connecticut; Rev. W. W. Hayward, Miss S. C. Eastman, of Henniker; Professors Henry E. Parker and E. R. Ruggles, of Dartmouth College; Principal Perkins, of Exeter; Professors F. W. Hooper, E. B. Powers, C. P. Hall, and H. P. Warren; Hon. J. W. Patterson, State superintendent; Col. T. W. Parker, of Quincy, Mass., and others.

Among the topics considered were objects of study in the common schools, value of high schools, the proper pronunciation of Latin, the metric system, natural sciences in the schools, and the needs and methods of the common schools. These and other subjects were discussed with great earnestness and ability, and the meeting was thought to be one of special interest and value.

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES W. PATTERSON, *State superintendent of public instruction, Concord.*

[Term, July 8, 1880, to July 7, 1882.]

Preceding superintendents since 1870: Hon. Anthony C. Hardy, 1869 to 1871; Hon. John W. Simonds, 1871 to 1873; Hon. Daniel S. Beede, August, 1873, to February, 1874; Hon. John W. Simonds again, 1874 to 1876; and Hon. Charles A. Downs, 1876 to 1880.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age (5–18)	265,958	279,149	286,444	298,000	312,694
Enrolled in public schools	169,430	178,826	179,443	186,392	191,731
Average monthly enrolment					
Average daily attendance	86,812	99,444	87,840	96,224	98,089
Enrolled in private or church schools.	30,106	35,305	36,163	36,527	42,434
Total enrolment in all schools	199,536	234,749	215,606	222,919	234,165
Children in no school	62,718	63,330	69,229	71,895	76,168
SCHOOL DISTRICTS AND SCHOOLS.					
Townships and cities	247	248	254	258	259
School districts	1,390	1,378	1,367	1,369	1,371
Public school buildings	1,501	1,486	1,480	1,493	1,539
Departments in these	2,462	2,597	2,641	2,835	2,948
Unsectarian private schools	357	357	308	253	240
Church schools	118	147	124	101	106
Districts with poor school-houses.	255	171	152	147	116
Districts with passable ones	267	265	256	299	285
Districts with good ones	420	452	477	429	473
Districts with very good ones	208	273	323	353	372
Number of new school-houses	82	85	83	51	40
Schools refurnished or remodelled.	84	99	96	82	73
Average value of school-houses	$2,495		$4,822	$4,020	$4,085
Valuation of all public school property.	4,246,996	$4,966,788	5,554,828	6,000,732	6,287,267
Districts with less than 6 months' school.		45			
Districts with 6 to 9 months' school.		138			
Districts with 9 months' school or more.		1,195			
Average time of school in days	178	190	193	192	194
TEACHERS AND THEIR PAY.					
Male teachers in public schools	952	955	907	960	946
Female teachers in same	1,979	2,120	2,224	2,256	2,307
Whole number	2,931	3,075	3,131	3,216	3,253
Average monthly pay of men	$57 34	$62 11	$65 92	$65 77	$67 65
Average pay of women	32 43	34 66	36 61	38 00	37 75
Teachers in private or church schools.				551	
INCOME AND EXPENDITURES.					
Whole receipts for public schools.	$2,375,642	$2,263,070	$2,497,068	$2,304,398	$2,311,466
Whole expenditure for them	2,375,642	2,471,343	2,471,343	2,219,686	2,340,985
STATE SCHOOL FUND.					
Permanent school fund	$550,784	$550,784	$805,033	$857,436	$1,210,882

OF NEW JERSEY—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1879-'80.	Increase or decrease since 1870-'71.
314,826	318,378	322,166	327,818	330,685	I. 2,867	I. 64,727
196,252	198,709	202,634	203,568	204,961	I. 1,393	I. 35,531
.....	.....	145,837	123,710	125,059	I. 1,349	....
103,520	107,961	113,604	112,070	115,194	I. 3,124	I. 28,382
41,964	42,208	42,017	40,701	43,530	I. 2,829	I. 13,424
238,186	240,917	244,651	244,269	248,491	I. 4,222	I. 48,955
73,733	72,389	72,067	80,369	81,117	I. 748	I. 18,399
262	263	265	268	271	I. 3	I. 24
1,368	1,367	1,367	1,370	1,371	I. 1	D. 19
1,532	1,546	1,551	1,558	1,585	I. 27	I. 84
3,046	3,081	3,182	3,259	3,486	I. 227	I. 1,024
235	198	227	218	129	D. 89	D. 228
103	88	98	102	107	I. 5	D. 11
102	178	166	148	171	I. 23	D. 84
259	252	274	287	291	I. 4	I. 24
490	464	451	433	545	I. 112	I. 125
451	469	469	497	567	I. 70	I. 359
47	26	24	34	26	D. 8	D. 56
66	35	39	40	65	I. 25	D. 19
$4,209	$5,099	$4,967	$4,960	$4,108	D. $852	I. $1,613
6,449,516	6,518,504	6,300,398	6,401,603	6,244,139	D. 157,464	I. 1,997,141
.....	13	11	14	10	D. 4	....
.....	80	84	81	73	D. 8	....
.....	1,275	1,271	1,275	1,288	I. 13	....
192	184	194	194	192	D. 2	I. 14
978	954	993	977	991	I. 14	I. 39
2,306	2,356	2,436	2,355	2,486	I. 131	I. 507
3,284	3,310	3,429	3,332	3,477	I. 145	I. 546
$66 42	$63 78	$60 50	$56 94	$55 82	D. $1 12	D. $1 52
37 39	37 04	36 14	33 73	32 90	D. 83	I. 47
360	.....	333	540	572	I. 32	....
$2,154,415	$2,079,907	$2,004,049	$1,889,475	$1,928,374	I. $38,899	D. $447,268
2,154,415	1,929,902	2,004,049	1,889,475	1,928,374	I. 38,899	D. 447,268
$1,241,819	$1,650,350	$1,365,284	$2,425,172	$2,515,785	I. $90,613	I. $1,965,001

STATE SCHOOL SYSTEM.

OFFICERS.

Since 1867 the system of officers for the State has remained substantially the same as now. There is a State board of education, with a board of trustees of the normal school, a superintendent of public instruction appointed by the State board for the term of three years, a board of examiners for teachers who desire State certificates, and a board of "trustees for the support of the public schools," who have charge of the State school fund. The State superintendent is ex officio member and secretary of the State board of education, president of the State Association of School Superintendents, and member of the State, county, and city boards of examiners.

For each county there is a superintendent of public schools appointed by the State board for a term of 3 years, subject to the approval of the county board of freeholders, with a board of examiners, composed of the superintendent and one to three teachers chosen by him from among those who hold county or State certificates.

For each school district a board of 3 trustees is chosen by the voters of the district, at the first annual meeting after its establishment, for terms of 1, 2, and 3 years; and at each subsequent annual meeting one is elected for three years to replace the outgoing one. The district trustees of each township together constitute a township board of trustees, and, as such, meet the county superintendent semiannually to hear from him suggestions and submit to him questions as to the management of the schools.—(School law, edition of 1878.)

OTHER FEATURES OF THE SYSTEM.

The income for the public schools was derived in 1880 from the proceeds of a State school fund, of a State tax of two mills on the dollar,[1] of the surplus revenue fund of each county, and of township, district, and city taxes. The State funds were apportioned on the basis of the reported number of youth of school age. Each district, to obtain its share, must have suitable school buildings and must have maintained a free school at least 9 months of the preceding school year; while teachers must hold certificates of qualification and present a duly kept school register for the time for which pay is asked.

Teachers may suspend disorderly scholars, reporting their action to the school trustees for confirmation or rejection, but are not allowed to inflict corporal punishment. They are required to attend the annual institute held in the county where they teach unless excused by the superintendent, their pay continuing during such attendance. Free instruction in the public schools is given to all children from 5 to 18 years of age, and those from 8 to 14 must be sent to some school at least 12 weeks yearly, unless instructed at home or excused because of bad mental or physical condition. The State encourages the formation of district libraries by giving $20 if the like sum is raised by the district, and a further sum of $10 annually to increase and improve the library if the district will do the same. Instruction in the metric system is encouraged, and every public school applying for it may receive from the State a simple set of apparatus for aiding such instruction.

Under the old rules for authorizing teachers it was found that the terms for State and high grades of county certificates were too short to induce those qualified for these grades to secure them and that a large number of this class held third grade certificates. To make the higher grades more desirable, the board of education, in 1880, changed the terms as follows: second grade State certificates, 10 years; third grade, 7 years; first grade county certificates, 5 years; second grade, 3 years—the change to apply to all subsequent certificates.—(School law, edition of 1878, and report, 1880.)

CHANGES IN THE SCHOOL LAWS.

By an amendment to the school law adopted May 6, 1871, the public schools were made entirely free, and a tax of 2 mills on the dollar was authorized to enable them to be held as such 9 months of the year, with an allowance of an additional township tax for this purpose if found necessary. On March 27, 1874, the compulsory law before referred to was passed; it was amended April 9, 1875, so as to require parents and guardians to secure the attendance of children 8 to 14 years of age at least 12 weeks in each year, 6 of these weeks to be consecutive, or to have them instructed at home for the same time in branches commonly taught in the public schools; for every week during which, after due notice from the district clerk, there should be a failure to comply with the conditions of this law a penalty of $3 was imposed. On April 5, 1878, the State superintendent was authorized and directed, with the approval of the State board of education, to place in every public school in the State applying for the same

[1] In 1881 the State tax will be $4 a child instead of 2 mills on the dollar, giving a greater uniformity of revenue for schools.

a simple set of apparatus to teach the metric system of weights and measures, and the sum of $2,000 was appropriated for this purpose.—(School laws, edition of 1878, and Report of the Commissioner of Education for 1876.)

GENERAL CONDITION.

The State report for 1880 shows advance at many points, which, if not all that could be wished, is yet enough to be exceedingly encouraging. Against an increase of 2,867 in youth of school age, there was, indeed, only an addition of 1,393 to the public school enrolment; but probably most of the remaining 1,474 were absorbed by the 5 additional church schools reported. The increase of daily attendance in the public schools exceeded by 1,775 the increase of the average monthly enrolment in them. The increase of teachers in public schools (145) was more than sufficient to care for all the additional children to be taught, providing an additional teacher for every 9 additional scholars actually brought under State instruction. Then 27 new State school buildings, many of them large ones, with 227 new departments, made ample provision for the additional enrolment and secured greater comfort for many of those previously enrolled. There was an increase of 112 districts with good school-houses and of 70 with those rated "very good," but a decrease of $157,464 in the valuation of school property. The receipts for schools were $38,899 more and the capital of the State school fund was increased by $90,613.

REVIEW FOR THE TEN YEARS.

Comparing 1880 with 1871, we find the State schools fast gaining on the private and parochial ones, the former increasing by 1,024 in 84 additional school buildings, while the latter diminished by 239. The buildings for the State schools, too, improved in quality, those in 125 more districts being rated "good," in 359 more "very good," while those with "poor" school-houses were 84 less in number. The enrolment in the State schools (35,531 more) united with that in the private and church schools (13,424 more) came within 15,772 of reaching the increase in youth of school age (64,727), and thus nearly provided for the education of all the youth that had a right to claim it. Through the training given at the excellent State Normal School, at kindred schools in at least 4 of the cities and at the required annual county institutes, the teaching force has been also steadily improved, and the 3,477 teachers in the public schools in 1880 probably much more than doubled in effectiveness the 2,931 of the year 1870–'71, of which the 28,382 increase in average attendance of the pupils is one clear proof. Much of all this improvement probably is due to the steady employment throughout these ten years of a well chosen superintendent, backed by the advice and aid of an excellent State board of education.—(State reports for these years.)

ABSENTEEISM.

Absenteeism has been yearly receiving more attention. In one county it has been almost entirely overcome, the daily attendance reaching 98 per cent. of enrolment. Nearly all the children in the State between the ages of 7 and 10 years attend, for a longer or shorter time, public or private schools. The reports show that but 1 per cent. between these ages are entirely out of school.—(State report.)

SCHOOL-HOUSES, APPLIANCES, AND TEACHERS.

Increased attention has been yearly given to the comfort and supplies of the school rooms by improvement in their ventilation, in the desks used, and in the supply of blackboards, maps, and globes. By the authority of the State 1,257 schools have been provided with Webster's Unabridged Dictionary, 875 with a pronouncing gazetteer, 147 districts with text books, 140 schools with libraries, and 475 with sets of metric apparatus.

Permanency of teachers is a remarkable feature in the growth of the school system of the State. Few teachers remain in the same school less than 1 year, while one-fourth of the number employed had the same school for more than 5 years, 312 for more than 10, 41 for more than 20, and 14 for more than 25 years. The approximate average experience of all the teachers is 7 years and 4 months each; that of teachers in cities is 8 years.—(State report.)

KINDERGÄRTEN.

For any schools of this class reporting from this State for 1880, see Table V of the appendix, and a summary of it in the report of the Commissioner preceding.

CITY SCHOOL SYSTEM.

OFFICERS.

For each city there is a board of education elected by the people, a superintendent of schools chosen by this board, and a board of examiners composed of the superintendent and such other members as the city may elect.

STATISTICS.[a]

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Bridgeton	8,729	2,308	1,592	.....	28	$11,031
Camden	41,659	12,637	7,935	6,661	140	96,825
Elizabeth	28,229	7,710	3,426	2,241	50	35,841
Hoboken	30,999	9,889	5,168	3,259	94	67,349
Jersey City	120,722	41,226	22,776	12,905	328	187,409
Millville	7,660	2,428	2,150	.....	33	14,651
Newark	136,400	41,935	18,626	12,145	281	207,920
New Brunswick	17,166	6,143	2,565	1,780	48	48,480
Orange	13,207	3,792	1,682	983	32	39,805
Paterson	51,031	13,672	7,901	4,700	150	76,022
Plainfield	8,126	2,019	1,258	937	24	10,556
Trenton	29,910	7,281	3,583	2,255	67	41,744

[a] The statistics of population are from the earlier census returns of 1880; the others are from the State report and returns of 1880.

ADDITIONAL PARTICULARS.

Bridgeton reports a corps of 28 teachers. A commendable feature in the government of the schools is the orderly manner in which the pupils assemble and leave. The first and second ward schools were organized by the legislature more than 30 years ago, during which time tuition, books, and stationery have been free.

Camden had 16 school buildings, 12 of which are modern, with furniture and appliances in keeping, with a seating capacity of 10,000, exceeding by 2,065 the enrolment. There were in private schools 1,527 and 1,715 in no school. Progress has been made in the training for industrial occupations. No report was made as to evening schools.

Elizabeth reported 5 schools under the care of the board, with 3 general departments of high school, grammar, and primary; 5 school buildings, with seating capacity of 2,686, being 740 less than enrolment; an increase in children of school age of 530 over 1878–'79, of 291 in enrolment, and over 32 per cent. in attendance 10 months or more. There were 18 graduates from the high school. The State appropriation having been applied to other purposes than those prescribed by law, the city was ordered by mandamus to make good the amount thus used, on the ground that the funds received from the State are held by the city treasurer in trust only for the payment of teachers and fuel bills. The evening schools were suspended during the year.

Hoboken had 5 school buildings, 4 public schools with 3 departments (grammar, primary, and annex to No. 1), a high school including a normal department, and an evening school. The high school had an enrolment of 136, an average attendance of 121, 4 teachers, and graduated 87. The normal school is held every Saturday from 9 to 12. German is taught in the grammar and high school classes. The evening schools, taught 3½ months, had 6 teachers, an enrolment of 393, and 141 in average attendance.

Jersey City reported 20 school buildings, 17 belonging to the city and 3 rented, 21 schools classified and subdivided into a high school, a training school attached to the high school, a grammar school with 3 departments, primary schools, and annex of schools Nos. 3 and 11, with 327 teachers, providing in the higher departments instruction in Latin, Greek, German, French, and drawing. The number annually refused admission to the schools had for several years been nearly 2,000; in 1879 there were 1,753. The opening of a new building last year reduced the refusals to 988. The high school had increased its average attendance from 397 in 1879 to 423 and improved the character of its scholarship.

Newark reported 31 school buildings, with 15,500 sittings; unusual interest in public schools was manifested by frequent visits of the board and citizens. The primary schools were fairly prosperous, though suffering from lack of room, from the large proportion of young and inexperienced teachers, and from the large number of children requiring instruction, this last evil being lessened by reducing the larger classes. There were 11 grammar schools, with two intermediate, 1 colored, and 1 primary, all doing grammar grade work, with a 4 years' course—discipline and instruction improving. The high school, including a normal, graduated 29 with high standing, who were sought for by those desiring trained teachers; it admitted 240 of the 305 examined. In all the schools there were 26 male and 244 female teachers, whose work evinced increasing thoroughness of training and devotion. A teacher of drawing was appointed at the beginning of school year, resulting in new interest in drawing as an educational force. In private or church schools there were 6,500; in no school, 16,993. Evening schools were open 57 days, enrolled 955, average attendance 526, with 27 teachers.

New Brunswick had the same classification of schools and high percentage of attendance reported in 1879. Evening schools were continued 3 months, with enrolment of

123 and average attendance of 47. The enrolment in all departments of the public schools was 2,589, average daily attendance 1,896, of whom 918 were present during 10 months of the year. Tardiness was nearly banished, in the cases of 1,246 pupils the loss of time being only 31½ hours. At close of school in June, 357 had not missed a day during the year; and in the 14 of the graduating class 2 had not missed a day in 10 years, 1 in 9 years, 1 in 5, 1 in 4, and 2 in 3 years. A teachers' meeting of 1 hour is held every Wednesday afternoon. Evening schools, open 58 days, enrolled 123 and had 47 in average attendance under 3 teachers.

Orange had 4 school buildings, with 29 departments and a seating capacity of 1,329, with school population of 3,792; enrolment, 1,682; average attendance, 983; enrolled in private or church schools, 900; attending no school, 1,496; no evening schools reported. The arrangement and classification of schools were substantially the same as in 1879.

Paterson reported 11 school buildings, with 103 departments and seating capacity of 5,537; 1,500 attending private or church schools, 100 more than reported in 1879, and 2,950 attending no school, 192 less than last year. Evening schools were open 67 days; enrolment, 1,590; average attendance, 490; teachers, 33.

Trenton had 12 school buildings, with 65 departments and 2,700 sittings, and in the schools a course of study covering 10 years, each 2 years constituting a special department: primary or Kindergarten, "a department for the introduction of study," a grammar, and 2 departments of the high school. Industrial drawing enters into the course throughout. In 1877 the first class of 9 graduated; in 1878, the second, of 15; in 1879, the third, of 11; in 1880, the fourth, of 14; most of whom were engaged in teaching. In private or church schools there were 2,604; in no school, 1,094. No evening schools reported.

TRAINING OF TEACHERS.

NEW JERSEY STATE NORMAL SCHOOL, TRENTON.

This school in 1880 reached its twenty-sixth year, during which time it had enrolled 2,520 students, had graduated 800, and had furnished to the State 378 trained teachers, being nearly 11 per cent. of the entire number employed in the State. There are 2 normal courses, an elementary and advanced, the former of 2 years, the latter of 3, the first year in both being the same. There were 234 pupils enrolled in 1880, with an average attendance of 191, an increase of 25 over last year; attendance in the model department, 328. The school employed 25 teachers and graduated 37 pupils, of whom 24 finished the advanced course and 35 were teaching.

FARNUM PREPARATORY SCHOOL, BEVERLY.

This continued to act in conjunction with the State Normal School in furnishing teachers for the public schools, and provided besides for the citizens of Beverly and vicinity, as far as possible, a first class graded school. As preparatory to the State institution, it continued to receive appropriations from the legislature; it had 4 departments, primary, intermediate, preparatory, and senior, with an average attendance of 110.

OTHER NORMAL TRAINING.

Normal classes for the preparation of teachers for the city schools and improvement of the younger teachers continued in 1879–'80 at Hoboken, Jersey City, Newark, and Paterson. Teachers' associations were held, with an increase of number and interest over 1879, in Bergen, Burlington, Gloucester, and Salem Counties. The association in Hunterdon County was reorganized, having been suspended for several years.

TEACHERS' INSTITUTES.

Institutes are established by law and teachers are required to attend them, with no reduction of salary while attending. In 1879–'80 institutes were held in 15 of the 21 counties and were well attended. The subjects treated were of the most practical nature, mainly the fundamental branches taught in the public schools.—(State report, 1880.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Such schools in 1879–'80 appear, as in 1878–'79, to have been at Elizabeth, Hoboken, Jersey City, Newark, New Brunswick, Orange, Paterson, Phillipsburg, Rahway, and Trenton. At Trenton and Beverly studies are pursued preparatory for the State Normal School. The superintendent at Atlantic City introduced a course of high school studies which allows the students to graduate fully qualified as teachers.—(Report.)

As the statistics of this class of schools are not given in the State report and as reports of some of the cities are lacking or defective, the full number of students and graduates cannot be given for 1879–'80; the courses, however, appear to be from 3 to 4 years.

OTHER SECONDARY SCHOOLS.

For the statistics of business colleges, private academic schools, and those specially preparatory to college, see Tables IV, VI, and VII of the appendix; and for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR MEN.

The *College of New Jersey*, Princeton (non-sectarian), appears from many unofficial notices to have retained in 1880 its classical, scientific, elective, and graduate courses, with the high standard of preceding years, but its failure to furnish a catalogue prevents a comparison with other years.

Rutgers College, New Brunswick (Protestant Reformed), had in 1879–'80 essentially the same arrangements as Princeton in respect to classical, scientific, special, and graduate courses, with high standards of admission and graduation. Its students for the year numbered 143, of whom 99 were in the classical department, 38 in the scientific, and 2 were resident graduates, against a total of 181 in 1870–'71.

The two other institutions designed to furnish collegiate instruction are *St. Benedict's College*, Newark, and *Seton Hall College*, South Orange, founded in 1856, both Roman Catholic. While collegiate in name, the courses of study in these institutions scarcely entitle them to rank with Princeton and Rutgers, especially in the case of the former. The latter, Seton Hall, had 3 departments of study, classical, preparatory with 3 classes, and commercial.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For the statistics of the 5 or 6 schools of this class, see Table VIII of the appendix, and for universities and colleges, see Table IX of the appendix. For summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The collegiate institutions of this character in the State in 1879–'80 were *Rutgers Scientific School*, New Brunswick, which forms the scientific department of Rutgers College, is the State College of Agriculture and the Mechanic Arts, and is the recipient of the United States land grant; the *John C. Green School of Science*, which forms the scientific department of Princeton College, Princeton, endowed by John C. Green, and has a 4 years' course covering a broad scientific field; and the *Stevens Institute of Technology*, Hoboken. All have 4 years' courses of full collegiate standard, with ample instructing forces and means of illustration of the branches taught in each.

For statistics of these scientific schools, see Table X of the appendix, and a summary of it in the report of the Commissioner preceding.

PROFESSIONAL.

The only professional schools in the State in 1879–'80 were theological, viz, the German Theological School of Newark, N. J., Bloomfield (Presbyterian); Drew Theological Seminary, Madison (Methodist Episcopal); the Theological Seminary of the Reformed Church in America, New Brunswick; the Theological Seminary of the Presbyterian Church, Princeton; and the Ecclesiastical Seminary of Seton Hall, South Orange (Roman Catholic). The course in this last covers 1 year in philosophy and 4 in theology; that of the others is of 3 seminary years, meant to follow a collegiate or academic course, in the absence of which an examination is required for admission. The library of Princeton Seminary, containing about 32,000 volumes, was removed during the year to the new and elegant building lately erected for it by James Lenox, LL.D., of New York. Both this and Drew Seminary continued, as heretofore, to receive valuable gifts. Drew was thus enabled through the year to aid its students to the amount of $3,000.—(Catalogues and returns.)

For statistics of theological schools, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES AND OF THE BLIND.

As reported in 1878–'79, New Jersey continued through 1879–'80 to send her youth of these classes to reputable schools in other States, 153 deaf-mutes being educated in 7 such schools, at a cost of $44,824, and 34 blind in 2 schools, at a cost of $9,934.

EDUCATION OF THE FEEBLE-MINDED.

At the Pennsylvania Training School for Feeble-Minded Youth 50 pupils from New Jersey were under instruction, at a cost of $12,453.

REFORMATORY AND INDUSTRIAL TRAINING.

The *New Jersey State Reform School*, for boys, Jamesburg, continued through 1879-'80 to train its inmates in the elements of a good English education in its school room, in farming and making brick on the farm, in making and laundering shirts and tailoring in the shop; the principles of morality and religion were also inculcated. Since the establishment of this institution in 1874, 1,051 have been committed, 70 per cent. of whom have been discharged and become orderly and useful members of society. During the year 104 were committed and 138 discharged; inmates, 258. Many of those dismissed are visited by the superintendent and others.—(Return.)

The *State Industrial School for Girls*, Trenton, established in 1871, had, at date of return for 1880, 31 white and 10 colored inmates; 23 had been committed, 6 discharged, and 8 indentured. The inmates are instructed in the common English branches, in household work, and plain sewing. Fifteen of the girls had learned to read and 12 to write. The aim of the managers is to prepare them for domestic life, either in families or in their own homes. The whole number committed was 148, about 90 of whom had become orderly and useful members of society.—(Return.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATIONS.

Of the meetings of the State Teachers' Association and the State Association of School Superintendents no account has reached the Bureau at date of going to press.

CHIEF STATE SCHOOL OFFICER.

Hon. ELLIS A. APGAR, *State superintendent of public instruction, Trenton.*

[Fifth term, February 28, 1879, to March, 1882.]

Mr. Apgar has served by successive reëlections since 1867.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age (5-21)	1,502,684	1,521,953	1,560,820	1,596,846	1,583,064
In common schools	1,028,110	1,024,130	1,030,779	1,044,364	1,059,238
Av. daily attendance	493,648	494,850	499,469	515,225	531,835
Attending private or church schools.	135,433	131,761	135,956	137,840	134,644
Attending academies	30,370	31,421	27,887	31,421	29,983
Attending normal schools	5,807	6,377	6,319	6,515	6,348
Attending colleges	3,194	4,012	3,414	2,675	2,921
In medical or law schools	.....	.....	.....	1,506	2,135
Whole number under instruction.	1,202,914	1,197,701	1,204,355	1,224,321	1,235,260
SCHOOLS AND DISTRICTS.					
School districts[a]	11,350	11,367	11,327	11,299	11,291
Public school-houses	11,728	11,743	11,739	11,781	11,788
Log	127	121	113	107	90
Frame	9,914	9,941	9,939	9,969	10,004
Brick or stone	1,687	1,681	1,687	1,705	1,694
Av. school term in days	176	175	175	175	176
Volumes in district school libraries.	926,316	874,193	856,555	831,554	809,141
Valuation of public school property.	$23,468,266	$24,516,250	$27,196,420	$29,216,149	$29,928,626
TEACHERS.					
Men teaching in public schools.	6,481	6,670	7,097	7,187	7,428
Women in the same	21,773	21,987	22,367	22,435	22,585
Whole number	28,254	28,657	29,464	29,622	30,013
Teachers licensed thro' normal schools.	533	543	632	643	728
By State superintendent.	1,054	1,095	1,163	1,176	1,153
By local officers	26,667	27,019	27,669	27,803	28,132
Employed for full term	17,871	18,056	18,295	18,605	19,073
Teachers' institutes held.	58	55	55	58	58
Teachers attending institutes.	10,413	8,683	9,864	11,478	10,933
Av. attendance at each	180	158	179	198	188
Average annual pay of teachers.	$372 86	$385 33	$405 31	$408 57	$411 55
Average monthly pay	42 32	44 08	46 32	46 68	46 88
INCOME AND EXPENDITURES. [b]					
Whole receipts for public schools.	$9,707,966	$10,472,420	$10,954,206	$11,246,036	$11,558,607
Whole expenditure	9,607,904	10,416,588	10,946,007	11,088,982	11,459,353
STATE SCHOOL FUND.					
Permanent school fund c.	$2,978,577	$3,004,514	$3,029,514	$3,054,772	$3,080,108

a City districts, which would make some 700 more annually, are not here included.

b For the sake of uniformity the figures for receipts and expenditures are all as given in successive State reports, less balances on hand at the beginning and close of each year.

OF NEW YORK—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.		Increase or decrease since 1870-'71.	
1,585,601	1,586,234	1,615,256	1,628,727	1,641,173	I.	12,446	I.	138,489
1,067,199	1,023,715	1,032,052	1,030,041	1,031,593	I.	1,552	I.	3,483
541,610	559,537	577,605	570,382	573,089	I.	2,707	I.	79,441
134,404	117,154	113,864	114,460	108,567	D.	5,893	D.	26,866
30,175	29,519	30,072	30,377	30,909	I.	532	I.	539
6,352	6,200	5,522	5,616	5,753	I.	137	D.	54
3,011	3,102	3,089	3,468	3,641	I.	173	I.	447
2,135	2,705	2,218	3,079	3,232	I.	153	.....	.....
1,243,276	1,182,395	1,186,817	1,187,041	1,183,695	D.	3,346	D.	19,219
11,285	11,287	11,270	11,280	11,263	D.	17	D.	87
11,824	11,833	11,824	11,862	11,899	I.	37	I.	171
93	87	84	90	83	D.	7	D.	44
10,025	10,031	10,021	10,050	10,077	I.	27	I.	163
1,706	1,715	1,719	1,722	1,739	I.	17	I.	52
175.5	178.5	179	179	179	.....	.....	I.	3
804,802	765,546	751,534	755,380	735,653	D.	19,727	D.	190,663
$31,017,904	$30,386,248	$30,147,589	$30,012,579	$30,747,509	I.	$734,930	I.	$7,279,243
7,687	7,850	7,978	8,164	7,992	D.	172	I.	1,511
22,522	22,311	22,589	22,505	22,738	I.	233	D.	965
30,209	30,161	30,567	30,669	30,730	I.	61	I.	2,476
746	835	863	891	1,068	I.	177	I.	535
1,169	1,108	1,043	1,128	1,083	D.	45	I.	29
28,294	28,218	28,661	28,650	28,579	D.	71	I.	1,912
19,342	19,738	19,948	20,297	20,597	I.	300	I.	2,726
59	59	73	78	79	I.	1	I.	21
10,991	11,892	13,354	14,569	15,404	I.	835	I.	4,991
187	201	182	186	195	I.	9	I.	15
$411 83	$401 04	$388 85	$374 45	$369 56	D.	$4 89	D.	$3 30
46 92	44 92	43 44	41 80	41 40	D.	40	D.	92
$11,453,272	$10,908,761	$10,657,985	$10,156,572	$10,412,363	I.	$255,791	I.	$704,397
11,439,039	10,976,234	10,626,506	10,349,118	10,296,977	D.	52,141	I.	689,073
$3,105,389	$3,130,763	$3,156,063	$3,226,285	$3,251,286	I.	$25,001	I.	$272,709

a This does not include the United States deposit fund, $25,000 of the income of which goes annually to increase the school fund principal, while $165,000 more of this income is annually appropriated to the State schools. The deposit fund has thus become substantially part of the school fund.

STATE SCHOOL SYSTEM.

OFFICERS.

The officers intrusted with the supervision of common school interests are a State superintendent of public instruction, elected since 1854 by joint ballot of the State senate and assembly for a term of 3 years; a district school commissioner for a commissioner district composed of a county or part of a county, elected by the people every third year since 1856; district trustees, 1 or 3 for each ordinary school district, chosen by the voters of the district for 1 or 3 years' terms; and boards of education of union school districts, chosen for 3 years' terms after the first election, these boards to be of 3 or 9 members, according to the choice of the people.

For academic and collegiate training, including medical and law schools, there has been since 1784, and more effectively since 1787, a board of regents of the University of the State of New York, composed of the governor and 3 other State officers, with 19 appointed members, these last without limitation of term.

OTHER FEATURES OF THE SYSTEM.

The common schools of the State are free to every child 5 to 21 years of age residing in the districts in which they are held. To aid in keeping them thus free, the State furnishes from taxes and school funds more than $3,000,000 yearly, distributing this sum (partly on the basis of school population, partly on that of average attendance) to such districts as have reported free schools held under qualified teachers the full legal time. The people raise by voluntary taxation for these schools about $7,000,000 additional to what the State provides, making an annual total of above $10,000,000. Most of this great sum is used for the pay of teachers and school officers; about $2,300,000 for sites, buildings, furniture, apparatus, school libraries, and other incidental expenses; about $200,000 for training teachers in institutes, academies, and normal schools under State direction; the remainder to encourage academic and higher training under State auspices, and to meet the expenses of a few schools for the Indians still residing in the State. Teachers for the State schools must hold diplomas from a State normal school, from the State superintendent of public instruction, from the school commissioner of the district in which they intend to teach, or from the corresponding officer of a village or city that has a school system of its own. To those without such evidence of qualification no employment can lawfully be given, nor any State money lawfully be paid. They may attend the institutes held for their improvement without loss of pay for the time so spent. School libraries have been provided, and since 1838 $50,000 have annually been appropriated for them by the State, districts being allowed to supplement their portions with $50 annually for the purchase of books and whatever might be necessary for the purchase of bookcases. Diversion of the State money to other purposes is permitted when 100 to 125 books have been secured, and this has greatly impaired the efficiency of the libraries. The minimum school term for the State schools has long been 28 weeks of 5 school days each, inclusive of legal holidays. In the absence of any statutory provision for a legal school month, a calendar month is held to be such by the State department of education.

GENERAL CONDITION.

The showing for 1879–'80, as compared with the preceding year, is not as good as one interested in educational progress could desire. There was, indeed, an increase of $255,791 in the revenue for the State schools, the usual $25,000 addition to the capital of the permanent school fund, so great a rise in the valuation of school property[1] as indicates great increase of provision for housing pupils and giving them seats, blackboards, and other needful advantages, while 300 more teachers than before so commended themselves by their work and deportment as to be employed for the full term, 177 more having also diplomas from the normal schools. Yet, with all these good indications of the State's readiness to do its duty by the schools, only 1,552 more pupils were gathered into them for the year out of the 12,446 more children of school age and out of 5,893 besides that appear to have dropped out of private and church schools. Even an increase of 532 in academic classes, of 137 in the normal schools, of 173 under collegiate instruction, and of 153 under training in law and medicine, did not so bring up the whole enrolment as to prevent a decrease of 3,346 in the number reported as pursuing some line of education. The only offsets to this considerable falling off are (1) an increase of 2,707 in average daily attendance in the State schools, and (2) a continually growing number in the city of New York and elsewhere who do not come into the State educational purview, but who attend drawing schools, music schools, cookery schools, and other means of preparation for life's duties and for a useful and profitable life work.

[1] The increased valuation of all school property for the year was $734,930, half a million of which may be taken as representing new or improved school-houses.

RÉSUMÉ FOR TEN YEARS.

As respects laws, the changes from 1871 to 1880 in matters touching the State school system were, in 1872, an act to appropriate annually for the benefit of academies and academical departments of union schools $125,000, or so much thereof as might be derived from a tax of $\frac{1}{16}$ of a mill on each $1 of taxable property; in 1874, an act "to secure to children the benefits of elementary education;" in 1875, an act to make instruction in industrial drawing obligatory in the State normal schools, in the schools of cities, and in union schools incorporated by special acts; in 1876, an act to secure supervision of the schools in incorporated villages with 5,000 or more inhabitants, by paying towards such supervision $800 annually in each case; in 1877, an act to give boards of education in cities and villages and annual school meetings in ordinary districts the right and duty of selecting text books for their schools, such books, however, once adopted not to be changed in less than five years except by a three-fourths vote; and finally, in 1880, an act to authorize duly qualified women to vote at school meetings and to hold school offices and another act to restrict the practice of medicine and surgery to duly graduated persons. There was also in 1874 a constitutional change (section 10, article VIII of the constitution of 1846) by which a door was opened for an appropriation of State school moneys to private and denominational school corporations or associations.—(Code of public instruction, 1879, and annual reports.)

As respects the actual working of the State system, the figures show that there has been a great advance in the value of grounds and buildings devoted to the public schools, the old log school-houses gradually disappearing and convenient, often elegant, ones of frame, brick, or stone coming in their place; that the whole number of buildings occupied by the State schools was 171 greater in 1880 than in 1870–'71, and the quality in general so much improved as to increase the valuation by $7,279,243; that the teaching in them was also improved through the presence of 4,991 more instructors trained in institutes and of 535 more graduates of normal schools, besides great numbers from the teachers' classes in academies and from partial courses in the normal schools; while, on the whole, 2,476 more teachers were employed at the close of the 10 years than at the beginning, and 2,726 more were retained continuously through the year. As one consequence of this better housing and better teaching, we find an increase of 79,441 in the average daily attendance in State schools, though private and church schools fell off 26,866 in their attendance.

But it is discouraging that with a growth 138,489 in the number of youth entitled to instruction only 3,483 more pupils were on the State school rolls; that under all forms of instruction reported there were 19,219 fewer pupils in 1880 than in 1870–'71; that there were 190,663 fewer volumes in the district school libraries; and that, with a great improvement in the quality of teaching, the pay of teachers had diminished on an average $3.30 a year.

Very much of the progress noted is in the numerous city and village districts of the State, where good school boards and liberal pay of teachers are the general rule. To improve the unsatisfactory educational condition of the country districts, the chief teachers of the State have for years been urging the introduction of the township system, in the hope of thus securing intelligent supervision, better teaching, and more remunerative pay.

INDIAN SCHOOLS.

The remnants of several tribes of Indians still hold reservations in the northern section of the State, and of the 1,590 youth of school age among these, 1,164 were enrolled in 1879–'80 in the State schools held for them, the average daily attendance being 625. This was not quite as good as in 1870–'71, when out of 1,774 Indian school youth and 1,192 enrolment, there were 706 pupils in average daily attendance.

KINDERGÄRTEN.

Only 3 Kindergärten appear to have existed in this State in 1871; 11 were reported in 1873, and 26 in 1878, while for 1880 there were 42 presenting their statistics out of a list of 52, two of them important normal training schools for Kindergarten teachers and several others free Kindergärten for the children of the poor.

CITY SCHOOL SYSTEMS.

OFFICERS.

For the care of the interests of public schools there is in each city a board, varying in number and in title, each city usually having a superintendent chosen by the board. In New York City the board consists of 21 commissioners from the city at large, appointed by the mayor. He also appoints 3 inspectors for each of the 8 school districts into which the city is divided. The commissioners and inspectors serve for terms of 3 years, one-third being liable to change each year. Every 2 years the board elects a city superintendent of schools and 7 assistant superintendents; and, having first appointed 5 trustees of schools for each ward, changes or reappoints 1 of the 5 each year, securing thus a union of fresh life and tried experience.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Albany	90,903	35,411	14,049	9,175	259	$190,186
Auburn	21,924	6,079	3,049	2,232	66	52,781
Binghamton	17,315	4,852	3,147	2,166	58	43,947
Brooklyn	566,689	181,083	96,663	52,677	1,315	985,340
Buffalo	155,137	56,000	18,606	14,555	439	347,205
Cohoes	19,418	7,991	3,769	1,601	43	33,382
Elmira	20,541	6,207	4,253	3,033	77	70,845
Hudson	8,670	2,975	1,158	.....	21	15,647
Ithaca	9,105	2,680	1,975	1,384	32	24,889
Kingston	8,780	2,704	1,899	1,063	32	22,472
Lockport	13,522	4,000	2,640	1,585	44	32,419
Long Island City	17,129	5,656	3,742	.....	50	.....
Newburgh	18,050	5,897	3,348	2,219	58	44,135
New York	1,206,577	385,000	177,611	113,198	3,202	3,415,822
Ogdensburg	10,341	4,044	2,070	1,114	30	21,263
Oswego	21,117	8,677	4,192	2,739	67	38,931
Poughkeepsie	20,207	6,002	3,129	2,020	59	37,835
Rochester	89,353	37,000	12,871	.....	250	.....
Rome	12,194	.....	.....	.....	.....	.....
Saratoga Springs	10,820	2,528	1,742	1,061	33	21,004
Schenectady	13,655	4,500	2,288	.....	42	23,002
Syracuse	51,791	18,282	9,276	7,426	179	129,843
Troy	56,594	18,464	9,351	5,613	143	106,309
Utica	33,931	11,813	5,491	3,727	102	84,589

ADDITIONAL PARTICULARS.

Albany during 1879–'80 improved 4 of its public school buildings in the direction of health, increased accommodations, and teaching facilities, adding seating capacity nearly equal to that of a new building. One new building was nearly completed at date of report, and the erection of several others, to take the place of old ones, was contemplated. The public school enrolment was 583 less than the year before, average daily attendance less by 18, while in punctuality there was a gain of 1 per cent. As compared with 1871, the increase in enrolment was 3,110, and in average daily attendance, 2,996. The arrangements, classification, and standard of admission of the high school appear to have been the same as reported in 187–'79. The 3 evening schools, in the report of the year before regarded as of questionable utility, seem to have been discontinued. In the high school there was an attendance of 595. The condition of all the schools was reported as highly satisfactory.—(City report, 1879–'80.)

Auburn continued to class her public schools as primary, grammar, and high, the last having English and classical departments. In 1879–'80 there was an increase of 104 in enrolment, of 45 in average daily attendance, and of 10 teachers. The high school graduated 28. New and enlarged school buildings had been erected during the year before, and a general improvement of the old ones had put all in good condition, especially as to light, heat, and ventilation. Nearly 83 per cent. of pupils registered attended more than the 14 weeks required by the compulsory law, while over 76 per cent. attended more than 20 weeks. The report is silent as to the evening school heretofore reported. Comparing 1870–'71 with 1879–'80, the increase in school population was 1,487; in teachers, 26; in enrolment, 206; in average attendance, 662; in attendance in private schools, 500; and 13 of the 40 teachers employed 10 years ago were still connected with the schools. The high school during the 10 years had graduated 136. The most important modification of the course of study was the introduction of systematic training in vocal music and industrial drawing in all the grades, the last in 1875. One feature of the school work which proved very valuable was the punctually attended teachers' monthly meetings.—(City report, 1879–'80.)

Binghamton continued to class her public schools as primary, grammar, and high, the course covering 12 years. The high school had 4 courses, English, scientific, Latin-scientific, and classical, each, except the English, extending over 4 years. This course of study for the first time became uniform and definite in 1878; vocal music and industrial drawing are included. In 1879–'80 the number of youth of school age not in school was 2,672 more than the daily attendance, an increase over the previous year of 1,230, showing that the compulsory law had not secured in this place the desired result.—(Return.)

The *Brooklyn* board of education in 1880 had under its care 58 separate school organizations, conducted in 60 buildings, with seating capacity for 64,228, under the supervision of 53 local committees, besides having the direction of the courses of study in several benevolent institutions, only 3 of which receive any portion of the public fund. It is the duty of the superintendent to inspect them and decide whether they

may participate in the distribution of the 10 per cent. of the excise fees for selling alcoholic beverages. In place of the 11 industrial schools mentioned in report of 1879 only 3 appear in report of 1880, and 6 orphan asylums. In these 3 industrial schools 604 children were taught who otherwise would have received no instruction. The teachers see that these children have shoes, then a breakfast for such as have had none, and that they are washed and furnished with at least one comfortable garment, and at noon a dinner. In the 6 orphan asylums instruction is given in the common branches, and during the year 1,583 were taught, making a total in both classes of institutions of 2,187. It is estimated that about 50,000 attend private and parochial schools, an increase of 30,000 over 1879. Brooklyn classes her schools as central grammar (with 3 divisions and 6 grades), intermediate, and primary (each having 6 grades). The 29 schools were in session 206 days, during which there were taught in them, during some portion of the year, 93,923; adding to these the number in the industrial and orphan schools, 2,187, and the 50,000 in private and parochial schools, a grand total of 146,110 is reached. In the 412 sessions held there was a decrease of 615 in number taught and of 181 in average attendance, attributed to the prevalence of contagious diseases during the 4 months preceding vacation. The 11 evening schools were in session 11 weeks, with an improvement in discipline and usefulness secured by the employment of a higher grade of teachers than heretofore engaged. An additional evening high school was established and held a session of 7 weeks, with an enrolment of 572 and an average attendance of 308; the other, with a session of 11 weeks, enrolled 817, and had an average attendance of 391. The total enrolment in the 13 evening schools was 7,871, with an average attendance of 4,421, employing 196 teachers. In the school buildings now occupied there are sittings for 8,500 additional pupils, while there were 6,500 in the schools below the statutory age of 5 years. The estimated value of school property was $5,087,053. Music, drawing, and penmanship entered into the instruction for the year.—(City report and return.)

Buffalo in 1879–'80 had 42 school buildings, containing 228 rooms; there was a decrease in enrolment of 6,110 and in daily attendance of 252; increase in teachers, 3. Music, drawing, penmanship, and German were taught by special teachers. There was an estimated enrolment in private and parochial schools of 9,628. At last date of information in regard to the schools they were arranged under 3 departments, primary, grammar, and high, the 2 former having 10 grades, the last 4 courses, business, English, scientific, and classical. Buffalo claims the honor of establishing the first free schools in the State supported by a tax on the property of the city.

Cohoes reported 8 school buildings, 49 school rooms, with 2,110 sittings; increase in enrolment, 173; decrease in daily attendance, 164. Evening schools were taught and special instruction given in music and industrial drawing in all the grades. The city classes her schools as primary, intermediate, grammar, and high, each department consisting of 3 grades and each grade occupying 1 year. There was an estimated enrolment in private and parochial schools of 500, and an estimated value of school property of $100,000.—(City return.)

Elmira in 1879–'80 had 6 school buildings, containing 33 rooms; number of sittings not given. The city arranges her public schools in 4 departments, primary, intermediate, advanced, and academic, each having three divisions covering 1 year. The academy has junior, middle, and senior classes, one school year being allotted to the work of each class. There was an increase in enrolment of 139; a decrease in daily attendance of 48 and of 4 in teachers, with an enrolment in private and parochial schools of 300. Evening schools appear to have been taught and special instruction given in music. Teachers are required to meet on the last Saturday of every month, under the direction of the superintendent, for such drill and exercise as may fit them to secure unity and efficiency in their work.—(City report and return.)

Ithaca in 1879–'80 built a new school-house, giving to the city a total of 6 buildings, containing 23 rooms, with 1,613 sittings. For private and parochial schools there were 3 buildings, with an enrolment of 75. The public schools were classed as primary, intermediate, and high, covering 12 years of study, of which 4 were devoted to the high school. In this, after the first year, there are 4 courses, English, scientific, Latin-scientific, and classical. This school had an enrolment of 192, and reported to the regents 102 as having pursued higher studies for at least 4 months, a number greater than for any previous year. In enrolment of all the schools there was an increase of 144; in daily attendance, of 115. Comparing 1879–'80 with 1870–'71 there was an increase in school population of 522; in average attendance, of 712, and in expenditure, of $15,687. In 1874–'75 the present graded system was established, under which the schools have attained a high position.—(Report and return.)

Kingston in 1879–'80 had in its special school district 5 school buildings, containing 29 rooms, with 1,671 sittings. All the houses, with their outbuildings, fences, and grounds, were improved during the summer recess. The board classed its schools as primary, high, and academic. In all the schools below the academy there was a decrease of 94 in enrolment and of 100 in daily attendance, and, including the 91 in the academy, the decrease was 117 as compared with 1878–'79. This falling off was largely

caused by local circumstances which were unusual and are not likely to recur. The number of days lost by absence and tardiness was 1,347 below that of 1878–'79. In the primary school there was a marked improvement, the pupils promoted to the grade above being not only better scholars, but in their average age below those of any previous year. Special instruction was given in music and industrial drawing. The estimated enrolment in private and parochial schools was 197, being 3 less than in the previous year.—(City report and return.)

Lockport in 1879–'80 had 7 school buildings containing 33 rooms with 2,664 sittings, and continued to arrange its schools under 4 departments, primary, intermediate, grammar, and academic, divided into 11 grades, each grade below the academic comprising the work of one year, except the first, which required about 5 months. The system of gradation was thus that of yearly grades, with half yearly divisions, so that in nearly all classes there might be 2 divisions of pupils, one a half year in advance of the other. In the academic department there were 2 optional courses of 4 years each, English or classical. French or German could be taken in the place of Latin in the English course. Special instruction was given in music, industrial drawing, penmanship, German, and French. There was the same number of teachers as in the previous year, with but a slight variation in enrolment and daily attendance, while there was an estimated enrolment of 500 in private and parochial schools. The estimated value of school property was $105,000.—(City report and return.)

At *Long Island City* the training in correct expression as the basis of grammatical instruction was begun with the primary grades, and afterwards technical grammar was made practical by combining it with composition writing. In teaching arithmetic, principles were explained first, and then practical examples based on these principles were given the pupils to solve, the teacher making explanations to those that failed after an earnest effort to succeed. United States history was taught with special aim to place before the pupils examples worthy of imitation, with such philosophy of history as they could comprehend. And as one teacher held a State certificate and 8 others diplomas from normal schools, while 27 pupils passed so good an examination as to receive licenses to teach, it may be presumed that much of the teaching for the year was very good.—(Report.)

Newburgh in 1879–'80 continued to arrange its schools under 3 departments, primary, grammar, and academic, with increased thoroughness in all the grades of study. The enrolment was 617 more than in 1878–'79, the daily attendance 21 less, and 2 more teachers were employed. There were 6 school buildings, having 58 rooms, with 2,500 sittings. Industrial drawing, which by the law of 1875 was then introduced into the primary schools, was in 1879–'80 for the first time taught in all the grades. Truancy had been much lessened. The half day system had been advantageously introduced in the lowest grade. An improved method of teaching arithmetic was also introduced, in which 2 text books, instead of 5, were used, dropping much that was regarded as useless and drilling thoroughly in what was practical. The results obtained were quite satisfactory. The evening schools were poorly attended. There were 244 enrolled in private and parochial schools. The estimated value of school property was $185,000.—(City report and return.)

New York in 1879–'80 had under the management of her board of education 114 primary schools and departments; 103 grammar schools, besides 5 grammar and primary schools for colored children; 24 evening schools for the common branches, 2 for colored children, and 1 evening high school for males; a normal college for females; training department of the normal college, and 1 nautical school; in all, 252 public schools and departments, besides 16 corporate schools which participate in the school fund, making a total of 268. The whole number taught, including 1,359 colored, 18,472 in evening schools, 191 in the nautical and 23,061 in corporate schools, amounted to 267,944, an increase of 3,771; while the average attendance was 133,096; cost of teachers' wages $2,550,000, as against $2,497,947 in 1878–'79, an increase of $52,053. There were 127 school buildings, 4 of which were built in 1880, with accommodations for 144,413. Of the 3,169 teachers in the day schools, 222 were men and 2,947 women; while 245 were in evening schools and 273 were teachers of special subjects: music, drawing, French, and German. There were 1,500 sittings added, and 5,600 new sittings were to be completed by May 1, 1881. The large decrease of attendance at the colored schools since 1878 and the presence of many colored children in the other schools indicated the gradual absorption of a large part, if not the whole, of this separate class of schools. The evening high school continued to furnish instruction to a large class of young and middle-aged men, a great majority of whom devote their time to some study which will be of most practical use to them. The number admitted was 1,176, with an average attendance of 1,054, of whom 76 were present every evening during the term; 450 received certificates, and 45 diplomas. In both the evening schools the average attendance during the term of 90 nights was 6,619, of whom 4,189 were males and 2,357 females. Important changes were made in the classification, time of commencing instruction, appointment of teachers, courses of study, and location of these schools. The Normal College, including the training department, had in 1880 an aver-

age attendance of 2,147, and graduated 361; making since 1870 a total of 2,263 graduates, of whom more than three-fourths have taught in the public schools; at date of report, 100 were employed. Thorough training is given in the theory and practice of teaching, from the Kindergarten to the highest grammar grades, the school being not only the largest of the kind, but the best equipped for the work it was established to do. The nautical school on board the ship St. Mary's continued to do satisfactory work. The number of boys at the examination, April, 1880, was 97, there being an average monthly attendance of 105. The usual summer cruise began in May, and after visiting several ports in Europe and the eastern coast of the United States the ship returned in October, having made a cruise of 8,000 miles, when 46 of the boys graduated and soon found employment. The boys in this school are thoroughly trained in navigation and seamanship, and some of its graduates have become officers of ships and are highly esteemed in the service. The College of the City of New York, an institution sustained by city taxation and offering tuition free, had in February, 1880, an enrolment of 1,138, being 122 less than in the preceding year, due to a change in the standard of admission. The recent adoption of a graded course of music throughout was giving general satisfaction. The gradual introduction of the Normal College graduates as teachers of music contributed largely to the improvement. In nearly every department, male as well as female, music had grown to be an interesting feature in class room exercises. In drawing much creditable work was done. Of the 2,415 classes examined, 1,673 were marked excellent, 689 good, 52 fair; making an average proficiency of 92 per cent. The discipline of the schools, previously reported as highly commendable, continued to receive increased attention with encouraging results. The severest punishment allowed by law was suspension. During the year only 150 were suspended, 87 from the male grammar school, 1 from the female, 60 from the primary departments, and 2 from colored schools, being 40 less than during the previous year; of these, 36 were restored. The total appropriation for the support of the common schools from 1871 to 1880 was $34,093,283.—(City report, 1880.)

Ogdensburg arranges her schools as primary and grammar, each having a four years' course; had 9 school buildings, containing 14 rooms with 2,500 sittings; estimated enrolment in private and parochial schools, 570. The schools were taught 199 of the 200 school days. The estimated value of school property was $45,000.—(City return.)

Oswego had 15 school buildings, containing 21 school rooms with 3,860 sittings. She classes her schools as primary, with a three years' course, and grammar, with a junior and senior course of three years each. There were also an unclassified school with no prescribed course of study and an arithmetic school for winter only. The estimated enrolment in private and parochial schools was 1,246. Schools were taught 197 of the 198 school days in the year. Estimated value of school property, $168,380.—(City return.)

Poughkeepsie in 1879–'80 arranged her schools under four departments, introductory, primary, grammar, and high, covering 12 years, 3 to each of the first two, 2 to the grammar, and 4 to the high, all taught in 12 schools, 11 of which are below the high, occupying 11 school-houses, with 53 rooms and 2,930 sittings. There were 12 private and parochial schools, with an estimated enrolment of 712. Special instruction was given in music. In enrolment there was a decrease of 782, in average attendance of 166, and in teachers of 9. The progress of the schools in all the departments was reported to exceed that of any previous year as shown in the percentage of attendance to enrolment, in thoroughness and fairness of examinations, and in promptness in reporting. Estimated value of school property, $122,600.—(City report and return.)

Rochester's school system includes five departments, primary, intermediate, industrial, free academy, and corporate. Statistics beyond those given in the table are not reported at date of going to press.

In *Saratoga Springs* the public schools were classed as primary, junior, grammar, and academic, occupying 12 buildings, with 15 rooms and 1,712 sittings. In private and parochial schools there was an estimated enrolment of 159. Instruction in music by a special teacher and in drawing by the regular teachers was given in all the departments. An evening school was in session under two teachers, with an enrolment of 89. The enrolment and average daily attendance were about the same as in 1879. Estimated value of school property, $71,000.—(City report and return.)

The public schools of *Schenectady* were classed as primary, intermediate, grammar, and high, each having 4 courses of 3 years, with a supplementary course of 1 year for young ladies. Estimated enrolment in private and parochial schools, 450; estimated value of school property, $72,000.—(City report and return.)

Syracuse had 18 school buildings, with 94 rooms with 8,643 sittings. The schools were classed as high, senior, junior, and primary, employing 169 regular and 2 special teachers. In average daily attendance there was a gain of 92; percentage on enrolment, 96. The curriculum in some departments was much improved. Great improvement in writing was made, a special teacher being introduced into the primary schools, who used the pencil instead of the pen. Drawing and music were taught in all the grades by special teachers. The ungraded and evening schools were discon-

tinued. A training school to fit young ladies to teach was established. Sewing schools were opened in all the wards but one by the ladies of an employment society. Estimated value of school property, $779,900.—(City report and return.)

Troy in 1879–'80 had 17 school buildings, containing 45 school rooms with 6,500 sittings. The schools were classed as primary, intermediate, grammar, and high, with an enrolment of 446 beyond that of the previous year; but there was a loss of 46 in attendance and of 9 in teachers. Besides these, 2 orphan asylums are under the supervision of the board of education and participate in the school fund: the Troy Orphan Asylum, with a daily attendance of 71, and Troy Male Orphan Asylum, with a daily attendance of 175. There were 13 private and parochial schools; estimated enrolment, 1,200. The high school had a monthly attendance of 137. Special instruction was given in vocal music. For a good part of the year, meetings were held on Saturdays for normal training of teachers. The school-houses were in bad condition, yet the work of the year was progressive. The examinations for admission to the high school indicated better work in all the grades than in any previous year. Writing in some form was a daily exercise from the day a child entered on to the end of the course. In discipline there was a pleasing improvement, indicating a better governing power at work, the suspensions being only 26. Estimated value of school property, $243,800.—(City report and return.)

Utica reported 18 school buildings, with 40 rooms and 4,694 sittings. The schools were classed as primary, intermediate, advanced, and academic, the first 3 having courses of 3 years each, while the academic included a normal course of 2 years and an academic of 4, the studies of the first 2 years being the same as those of the normal. There was an increased enrolment of 235 over previous year; average per cent. of attendance on enrolment, 74. The ungraded and evening schools seem to have been successful, the former having an enrolment of 77 and the latter of 235. The annoyances occasioned by having boys and girls together in the evening schools have been avoided by giving to them each 2 separate evenings. The various improvements of school property begun in 1878–'79 were completed, and the buildings were all in good repair, with remodelled and enlarged rooms, new furniture, and a general improvement in sanitary condition. Still more repairs were going on and the erection of two large houses was progressing. Special instruction was given in music, drawing, and penmanship. Encouraging progress was made in discipline and arresting truancy, and the year was one of prosperity. Estimated enrolment in private and parochial schools, 1,100; estimated value of school property, $688,479.—(City report and return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

By the laws of 1875, the State superintendent has general supervision of the State normals at Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego, and Potsdam, as well as of any other State normals established hereafter. The regents of the university are associated with the State superintendent in the management of the Albany school. All these schools were in active operation prior to 1870, except those at Buffalo and Geneseo, which were organized in 1871. Appointments for admission are made by the State superintendent, subject to a required examination. There are three courses of study: an elementary English, an advanced English, and a classical, covering, respectively, two, three, and four years of 40 weeks each. Academical departments were maintained until June, 1877, in 7 of the schools (the one at Albany alone excepted); since then only the normals at Brockport and Fredonia retain such departments. There were, however, so-called academic pupils at some of the schools, yet no separate classes, except at Geneseo, where there was one separate recitation daily for this class of pupils. These normals are reported to be growing in usefulness and favor. In 1870–'71 there was an aggregate attendance of 2,301 pupils and 196 were graduated. In 1879–'80 the number of pupils was 5,753; number of graduates, 271. For detailed statistics of pupils in the training schools and normal departments, see Table III of the appendix. For a fuller description of these schools, see the Report of the Commissioner of Education for 1879.—(State reports and circulars.)

OTHER NORMAL SCHOOLS.

The *Normal College of the City of New York* opened on February 15, 1870, with 1,068 students admitted by competitive written examination and 37 by private examination, 1,105 in all. The college was then organized in 3 divisions—introductory, sophomore, and senior—and a 3 years' course was maintained until 1879, when it was extended to 4 years for all new students. The standard of admission has been gradually raised during these years, and yet in 1880 (though the questions for admission were more difficult than ever before) 650 candidates passed a successful examination. The number of graduates in 1870 was 96; in 1880 it was 361, there being then 2,378 students.—(City report for 1870, tenth annual report, and return.)

A training school for young ladies intending to teach was organized at Syracuse in 1879–'80.—(City report.)

A *Normal Training School for Kindergarten Teachers*, organized in 1872 in New York City, is under the charge of Prof. John Kraus and Mrs. Kraus-Bölte. The course is 2 years. In 1879 there were 27 pupils attending. Another, with a course of 9 months in ordinary cases, is in charge of Miss Emily M. Coe, of the American Kindergarten, in the same city.

TEACHERS' CLASSES IN ACADEMIES AND COLLEGES.

In 1877 the regents of the university were authorized to designate academies and academical departments of union schools in the several counties of the State to give instruction "in the science and practice of common school teaching." The annual appropriation for this work was made from the United States deposit fund, but for several years the income of this fund has been insufficient to meet the appropriations made. Recently notice was given by the comptroller to the regents that after allowing apportionments for instruction given during the winter and spring terms of 1878–'79 payments would be withheld until further action by the legislature. Owing to this, the regents decided that no appointments to give such instruction could be legally made until the requisite fund should be provided. The legislature, however, appropriated $27,832 for teachers' classes in academies in 1880, and it was hoped that like appropriations for this purpose would be continued. Instruction was also given in methods of teaching, school discipline, &c., towards the close of the summer term at Alfred University, Alfred, and Hamilton College, Clinton; but at Hamilton this appears to have ceased with 1880.—(State report and catalogues.)

TEACHERS' INSTITUTES.

Under the general school law each school commissioner is to organize in his own district, or in concert with the other commissioners in his county to organize for the combined districts, a teachers' institute, and to secure the attendance of all the teachers thereat, if possible. The act relating to institutes does not apply to the county of New York, and the territory of Hamilton County is so situated that the teachers are better accommodated in the institutes of adjoining counties. In 1871 institutes were held in the other 58 counties, with an attendance of 10,413 teachers, at an average expense of $1.65 per capita; in 1880 there were 79 institutes, 15,404 in attendance; expense, $1.01 per capita. The usual institute was organized in 1880 for the benefit of the Allegany and Cattaraugus Indian reservations. The institutes are reported to be of far greater value now than they were a few years ago and to have grown steadily in favor with commissioners, teachers, and the public.—(State report.)

EDUCATIONAL JOURNALS.

These were in 1880 Barnes' Educational Monthly, published simultaneously in New York and Chicago, and then in its sixth volume; the School Bulletin, Syracuse (organ of the State Teachers' Association), entering its seventh volume that year; the Teachers' Institute, then in its third year; the American Kindergarten Magazine, dating from 1878, published monthly in New York City; the New York School Journal, a weekly, which sent out its twelfth volume in 1880. These journals were devoted more especially to the school interests of the State, from Kindergarten instruction upwards. In addition there were the Industrial Monthly and the Industrial News, the latter published by the Inventors' Institute, Cooper Union, New York City, both monthlies commenced in 1880, and giving sometimes valuable information in reference to technical education. Within the decade came the University Monthly, a journal of school and home education published in New York City in 1871 and 1872, and the Journal of Education, published in Brooklyn in 1875 and 1876. Arrangements were made at the close of 1880 to transfer to the office of the School Bulletin at Syracuse the Kindergarten monthly published for some years at Milwaukee, Wis., under the title of the New Education, with which had been connected the Kindergarten Messenger, formerly published at Boston. The Sanitary Engineer contained in 1880 much information as to sanitary arrangements.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

According to the report of the regents of the University of the State of New York for 1870, the academies of the State consisted of 2 classes, those incorporated by the regents and subject to visitation by them, and high schools or free academies, which are a part of the free school system of the State. The number of academies subject to the visitation of the regents in 1870 was 144; free or unincorporated academies, 82; whole number of students, 30,000. In 1880 there were 30,909 pupils under instruction, while the number of academies by the latest regents' report (that for 1879) was 250. The standard in this class of schools is said to be well kept up, and is gradually raised by means of questions issued to each school by the regents, these

questions forming the basis of the examinations for admission, standing, and graduation. The preliminary examinations continue to be conducted as in former years, while the advanced academic examinations, as required by law of 1877, have been in operation since June, 1878, with very satisfactory results. These last include a graduating course, revised by a committee of the University Convocation in 1879, and a college entrance course, which embraces subjects recommended by the University Convocation in 1865.—(State and regents' reports.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and for summaries of these, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The colleges of this State recognized by the State board of regents and reporting to it, with the recognized schools of law and medicine, form the *University of the State of New York*, for which the academies under the supervision of the regents are the preparatory schools. There is no other State university than the one thus constituted. Its standard, as determined by the amount of academic preparation for admission to it and by the courses of the greater part of the colleges that compose it, is fairly up to the requirements of the day, and is in quiet and steady process of advancement through an increasing thoroughness in the examinations for admission from the 250 academies which receive their examination papers from the regents. Of the 27 literary colleges chartered or recognized as parts of the university and still surviving, one, the University of Albany, exists thus far only in its departments of law and medicine, which have become connected with Union University, Schenectady; another, the University of Buffalo, exists only in its medical department; a third, Genesee College, Lima (better known as the Genesee Wesleyan Seminary), appears to have settled down into a mere popular secondary school; a fourth, Martin Luther College, Buffalo, has, from poverty, not been able to organize itself upon a fair collegiate basis, and asks to be taken from the collegiate list. The remaining 23 were, in 1880, in the order of their charters and with the dates of these: (1) Columbia College, New York (Protestant Episcopal), 1754, known till 1874 as King's College; (2) Union College, Schenectady (Union Church), 1795, rechartered in 1873 as Union University; (3) Hamilton College, Clinton (Presbyterian), 1812; (4) Hobart College, Geneva (Protestant Episcopal), 1824, and called until 1852 Geneva College; (5) University of the City of New York, N. Y. (non-sectarian), 1831; (6) Madison University, Hamilton (Baptist), 1846; (7) St. John's College, Fordham (Roman Catholic), 1846; (8) University of Rochester, Rochester (Baptist), 1846; (9) Elmira Female College, Elmira (Presbyterian), 1855; (10) St. Lawrence University, Canton (Universalist), 1856; (11) Alfred University, Alfred (Seventh-Day Baptist), 1857; (12) Ingham University, Le Roy (Presbyterian), 1857; (13) St. Stephen's College, Annandale (Protestant Episcopal), 1860; (14) College of St. Francis Xavier, New York (Roman Catholic), 1861; (15) Vassar College, Poughkeepsie (non-sectarian), 1861; (16) Manhattan College, New York (Roman Catholic), 1863; (17) Cornell University, Ithaca (non-sectarian), 1865; (18) College of the City of New York, N. Y. (non-sectarian), 1866; (19) Rutgers Female College, New York (non-sectarian), 1867; (20) Syracuse University, Syracuse (Methodist Episcopal), 1870; (21) Wells College, Aurora (Presbyterian), 1870; (22) St. Bonaventure's College, Allegany (Roman Catholic), 1875; (23) Cooper Union for Advancement of Science and Art, New York (non-sectarian), 1875, largely devoted to preparation for industrial work.[1]

Besides these, the Brooklyn Collegiate and Polytechnic Institute, Brooklyn, gives some instruction called collegiate, but consisting mainly of studies usually considered preparatory, while St. Francis and St. John's Colleges, in the same city, Canisius and St. Joseph's Colleges, Buffalo, St. Louis College, New York, and the Seminary of Our Lady of Angels, Suspension Bridge (all Roman Catholic), have courses that would hardly carry students beyond the entrance to the junior class of the better sort of colleges.—(Regents' reports, 1874, 1879, 1880, with catalogues of colleges and returns for 1880.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of the colleges above mentioned, Alfred, St. Lawrence, Cornell, and Syracuse admit women in common with young men, as does Cooper Union. Elmira, Ingham, Vassar, Rutgers, and Wells are for women only. For the statistics of classical and scientific departments in these and other colleges, see Tables IX and X of the appendix. For

[1] Eight of the above mentioned universities and colleges, St. Stephen's, Wells, St. Lawrence, Hobart, Madison, Rochester, Union, and Syracuse, received in 1879–'80 donations amounting to $449,144 for their educational work.—(Returns.)

the statistics of schools not here named that provide superior instruction for young women, see Table VIII of appendix. Summaries of the statistics of these different tables may be found in the report of the Commissioner preceding.

SCIENTIFIC.

Under this class may be first mentioned, because of its national importance, the *United States Military Academy*, at West Point, which embraces in its 4 years' course engineering, chemistry, mathematics, and mineralogy, besides military, literary, and legal branches of study.

Cornell University, the agricultural and mechanical college of the State, and hence in receipt of the congressional grant for the benefit of agriculture and the mechanic arts, presents, besides a number of literary and special courses of study, 5 technical 4 years' courses leading to appropriate degrees in (1) agriculture, (2) architecture, (3) chemistry and physics, (4) mechanic arts, and (5) civil engineering, with another engineering course of 5 years, besides several shorter courses leading to no degree. The degree of civil engineer is only given on completion of the 5 years' course. In this the studies of the first and second years are the same as in the shorter course for bachelor of engineering, the last 3 years comprising additional literary and linguistic as well as technical studies. Among the shorter courses taken by those who are not working for a degree are one of 3 years in agriculture, one of 2 years preparatory to the study of medicine, and one of equal length in history and political science.

The *School of Mines of Columbia College*, established in 1864 for the purpose of furnishing thorough instruction in those branches of science which form the basis of industrial pursuits, in 1880 presented 5 parallel courses of study, each covering 4 years, viz: (1) mining engineering, (2) civil engineering, (3) metallurgy, (4) geology and paleontology, and (5) analytical and applied chemistry. There is also an advanced course for graduates. The academical degrees are engineer of mines, civil engineer, and bachelor of philosophy. Graduates of the School of Mines may, after a year of additional study under direction of the faculty, receive the degree of PH. D.

The *Department of Science of the University of the City of New York* in 1880 offered 2 scientific courses of study, one leading to the degree of bachelor of science, the other to that of civil engineer. The courses in this department are said to be equal to the other collegiate courses of the university and to cover 4 years, but one of these years appears to be preparatory.

Cooper Union for the Advancement of Science and Art maintains free day classes in various branches of art pertaining to the industries and in telegraphy, free evening classes in science and art, and free evening lectures on science and art, open to the public as well as to the students, besides a free reading room and library. There were 3,018 pupils under instruction during 1879–'80 in day and evening classes, and in the evening school of science, 1,362, of whom 388 received certificates of proficiency indicating that they had passed an examination in some one subject. The diploma of the school is obtained by but few, as it is given only on completion of the full course of 5 terms. The curriculum begins with a thorough course in mathematics and includes mechanics, natural philosophy, elementary geology, and astronomy.—(Twenty-first annual report and circulars.)

Rensselaer Polytechnic Institute, Troy, provided in 1880 a 4 years' course in civil engineering, offering superior facilities, kindred branches of study having been discontinued to concentrate the resources of the school on this. The course includes mechanical, road, bridge, hydraulic, steam, and mining engineering, and leads to the degree of civil engineer. A supplemental course in assaying had also been introduced.

Besides the above schools especially devoted to scientific study, a majority of the Protestant colleges and universities in the State provide general scientific courses which usually extend over 4 years, but in a few cover only 3 years, and in one only 2 years. The last, however (Madison University), announces a 3 years' course after 1880–'81. At Hamilton, Hobart, and Vassar Colleges, also at Union University and the University of Rochester, the study of astronomy is facilitated by well equipped observatories.

For statistics of scientific schools, see Table X of the appendix, and a summary of it in the report of the Commissioner preceding. For scientific departments of colleges, see Table IX.

PROFESSIONAL.

Theological instruction was given for 1879–'80 in 12 schools, of which 8 sent reports. The regular course in all extends over 3 years, usually meant to follow a collegiate training; some report a longer one, but in these preparatory instruction is apparently included. The Union Theological Seminary, at New York (Presbyterian), has a course covering an additional year for graduates, and reports 12 students in it, besides 2 fellows. Rochester Theological Seminary (Baptist) also makes provision for graduate study, but reports no students engaged in it. In nearly all these schools applicants

for admission to the full course who are not college graduates must pass an examination, and in 3 at least (the Union and Auburn seminaries, both Presbyterian, and the General Seminary of the Protestant Episcopal Church, New York) this examination was on branches taught in colleges. Hamilton Theological Seminary (Baptist) provides a special course for those not fitted to enter on the full one; the Rochester seminary also offers a partial course to those who desire it, and a special one of 4 years for Germans. A gift was received during 1879–'80 by the Lutheran seminary at Hartwick of about $5,000, to found a professorship, and another by the General Theological Seminary of the Protestant Episcopal Church of $6,000, for purposes not specified.—(Catalogues and returns.)

For statistics of theological schools reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

The *law* schools reporting, as in 1878–'79, are 4, 2 of them situated in New York City, 1 in Albany, and 1 in Clinton. Up to 1880 only 2 of them (that of Columbia College and that of the University of the City of New York) had courses of study covering 2 years, but after 1880 the law school of Hamilton College is to be added to the list. The Albany Law School adheres to its long established course of 1 year, but requires a previous extensive course of reading. The law school of the University of New York grants its diploma after 1 year's study to college graduates who, in their course, have studied the theory and general principles of jurisprudence and the historical development of constitutional law.

For statistics, see Table XII of the appendix, and a summary of it in the report of the Commissioner preceding.

Of the *medical* colleges reporting for 1879–'80 (all but 5 of them in New York City) 9 are regular, 2 homœopathic, and 3 eclectic.

The course of study for the medical degree in all but 3 of the regular schools was that prescribed by the medical association: 3 years of medical study under a reputable and "regular" practitioner, including 2 courses of lectures of 20 weeks each, except at Columbia College, which numbered 28 weeks in its course. The 3 exceptions referred to are the College of Medicine of Syracuse University, the Albany Medical College (a department of Union University), and the Woman's Medical College of the New York Infirmary. These have gone beyond the requirements of the medical association and insist on a 3 years' graded course; the school at Albany advanced thus for the first time in 1880, but still retained its 20 weeks' lecture course, while in the school at Syracuse and the Woman's Medical College of the New York Infirmary 36 and 32 weeks, respectively, were included in the course. The Bellevue Hospital Medical College adopted a graded course of study for 1880, but has since receded from it and returned to the old plan. The medical department of the University of the City of New York makes provision for graduate study and foreshadows the establishment in the future of a "systematic graduated scheme of tuition." No preliminary examination is required for admission to this school, but one is provided for in case students desire a diploma from the Royal College of Surgeons, England. With the two exceptions of the school at Columbia College and the medical department of the University of Buffalo all the regular colleges insist on a preliminary examination for admission. The school at Buffalo announces distinctly that it places the responsibility for the preparatory training of its students on the preceptors of their first year's study. There is a strict examination previous to graduation, not only by the faculty but by a board of examination outside of it, in the schools of Syracuse University and Columbia College, as well as in the Woman's Medical College of the New York Infirmary.

The New York Homœopathic Medical College and the New York Medical College and Hospital for Women, both homœopathic, insist on an examination for admission and a 3 years' graded course of study, but make this only 20 weeks in the former case and 24 weeks in the latter. In this latter there is, besides a greater length of term, an examination previous to graduation by an examining board apart from the college, as well as by the faculty.

In the 3 eclectic schools the old course is presented (3 years of medical study, including 2 terms of lectures of 20 weeks each) and an examination for admission is required. One of them, the College of Physicians and Surgeons, Buffalo, offers its advantages to women on equal terms with men.

The *College of Pharmacy of the City of New York* reports a 2 years' graded course of study, but no preliminary examination for admission "as yet."

The *New York College of Dentistry*, New York City, receives students who have had 2 years of private tutelage or have attended 2 infirmary courses, and graduates them after 2 regular courses of study of 5 months each, with one course in practical anatomy, satisfactory dental work, and a written and oral examination.—(Catalogues and returns.)

For statistics of medical, pharmaceutical, and dental colleges, see Table XIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

There were 1,335 pupils instructed during 1879–'80 in the 6 institutions for deaf-mutes under the supervision of the department of public instruction. This was an increase of 47 over 1878–'79. The State pupils numbered 640; county pupils, 479; New Jersey State pupils, 117; while 99 were supported by parents, guardians, or friends. The pupils were distributed as follows: Le Couteulx, Buffalo, 130; St. Joseph's Institute, Fordham, 234; Institution for the Improved Instruction of Deaf-Mutes, New York, 119; New York Institution for the Instruction of the Deaf and Dumb, New York, 553; Western New York Institution for Deaf-Mutes, Rochester, 131; and the Central New York Institution for Deaf-Mutes, Rome, 168. The common school branches were taught in all these institutions; articulation and lip reading, in most. The two schools in New York City include higher branches; all, except the New York Institution for the Improved Instruction of Deaf-Mutes, teach various industries; and the school at Rochester includes Kindergarten work. For a more extended description of these institutions, see the Reports of the Commissioner of Education for 1878 and 1879.—(State report and returns.)

EDUCATION OF THE BLIND.

The *New York State Institution for the Blind*, Batavia, opened in 1868, reports 454 pupils admitted since that date and 182 present in 1879–'80. The general plan of instruction includes 3 departments: the literary, which includes the common branches, natural sciences, and higher mathematics; the musical, including instruction on the pipe and cabinet organs, piano, violin, and other instruments, vocal music, harmony, and piano tuning; and the industrial department, in which the men make corn brooms and the girls receive instruction in bead work, knitting, sewing by hand and machine. Kindergarten work is also taught.—(Twelfth annual report and returns.)

The *New York Institution for the Blind*, New York City, reported no change in the course of instruction in the academical, musical, and industrial departments; 200 pupils present at the beginning of the year and 32 admitted since. The dismissal of 29 left 203 in September, 1880. The branches taught are those essential to a good English education. The industries include various branches of handiwork. A musical education is also given, and the more advanced scholars are required to give regular instruction in music to the less advanced pupils.—(State report and forty-fifth annual report.)

EDUCATION OF FEEBLE-MINDED CHILDREN.

The New York Asylum for Idiots, Syracuse, established in 1851, reports an average of 289 inmates in 1879–'80. Simple elementary studies and industrial occupations are taught.—(Return.)

TRAINING IN SEAMANSHIP.

The Nautical School of the Port of New York, on the schoolship St. Mary's, reported a monthly average of 105 boys under instruction in the various departments of seamanship. The graduating class numbered 46.—(State report.)

EDUCATION FOR POLITICAL LIFE.

Two of the colleges of the State—Columbia, New York, and Cornell, Ithaca—have recognized and provided for a pressing need by establishing schools of political science to train young men for intelligent performance of the duties of public life. The course at Columbia is meant to cover three years after graduation from the usual college course.

EDUCATION IN MUSIC.

The *New York College of Music* reported 134 pupils in 1879. Later information is lacking.

The *Baxter University of Music*, Friendship, established in 1853, reports four graduating courses for church, society, orchestral, and band musicians, each course being complete in itself. There are also two undergraduate courses. Lectures on musical subjects are given and a series of progressive concerts aid the students.—(Report.)

ART EDUCATION.

The opportunities for obtaining instruction in the various departments of art increase from year to year in New York. The *Society of Decorative Art* furnished, in 1880, an elementary training in its specialty, with a view to industrial use; the *Ladies' Art Association* had classes of a like character; the *Art Students' League* taught composition, drawing from the antique, perspective, and had portrait and life classes; *Cooper Union* had evening schools of science and art, an art school for women (in

which system of day and evening schools 3,355 pupils were taught in 1879); the *National Academy of Design* included instruction in high art; the *Art Classes of the Brooklyn Art Association* furnished similar opportunities; *Cornell University* had a thorough course in architecture; Syracuse University, in its *College of the Fine Arts*, taught the history, theory, and practice of the fine arts; and there was a *School of Design* connected with Vassar College. The *Metropolitan Art Museum*, in the winter of 1879–'80, opened night classes for workers in wood and metal. The chief aim of this school was to develop good designers. The experiment was so successful that an "Industrial School of Art" was established, with both day and night classes. Two departments were to be opened, one of painting, in which the principles of coloring as well as form were to be taught, the other to be devoted to technical instruction in woodwork and working in iron and stone. In December, 1880, a technical trade school, to teach carriage draughting and construction, was also opened in connection with the classes of the same museum. A school for instruction in tapestry painting is reported in New York City, and another branch of art—the painting of dresses in imitation of embroidery—attracts much interest. A new feature in industrial education was to be introduced in the *Industrial School of the United Relief Works of the Society for Ethical Culture*, also in New York City. Children from 6 to 8 years of age were to receive instruction in the rudimentary principles of mechanical operations and to work in clay, as the chiselling of wood required too great strength. This school is a charitable organization which takes its pupils from the free Kindergarten of the same society. A movement was projected in Brooklyn to establish a free school of technology, with library and reading room attached, these to be for the purpose of stimulating young persons to choose practical pursuits.—(Scientific American, American Architect and Building News, New York School Journal, &c.)

TRAINING IN ORATORY.

The College of Oratory (Prof. J. E. Frobisher), New York City, is a development from special and private instruction in schools and colleges. It reports a plan which includes general instruction, lectures, reading, and acting—a stage being arranged for these last—and a gymnasium to aid in strengthening the muscles.—(New York School Journal.)

Information as to kindred schools is desired.

TRAINING IN HOUSEHOLD INDUSTRIES.

The *Kitchen Garden Association*, first started in 1877, is a means of applying the methods of the Kindergarten to teaching housework. Taking New York City as a centre, an incorporated association has been established, with branches in different cities. The 29 classes in the city include shopgirls, public school children, and those of wealthy parentage. In all, 990 children were taught in 1880. Normal classes have also been formed. In addition to the city classes, Brooklyn had 6, Albany and Troy 2 each, and there were others at Elmira, Poughkeepsie, and Rochester.—(First annual report.)

The *New York Cooking School* (Miss Juliet Corson secretary and superintendent), established in 1876, instructed in marketing, carving, serving, and cooking, familiarizing pupils with the chemistry of food and the physiology of nutrition, and training ladies in all branches of domestic economy, so that they may in turn teach others. It is open during the winter only, as the superintendent is called upon to establish schools elsewhere during the remainder of the year. The intention is to establish graded schools of cookery, which are to include schools for the training of children of the working class for plain cooks, for high class cookery, and for the theory and practice of domestic economy.—(Circular.)

TRAINING OF NURSES.

The schools established for this purpose are the New York State School for Training Nurses, Brooklyn (organized in 1873); the Charity Hospital Training School, Blackwell's Island, 1875; the New York Training School for Nurses, Bellevue Hospital, New York City, 1873; and the Training School of New York Hospital, New York, 1877. The school connected with Bellevue Hospital reports 209 pupils since the organization, 63 in 1880, 45 pupils sent to private nursing in the same year, and 29 graduates; total number of graduates, 148; course of study, 2 years. The House and Hospital of the Good Shepherd at Syracuse also trains nurses. Ten pupils were reported in 1880 and 30 cases had been attended.—(Returns.)

Information from the Free Training School for Nurses and Governesses mentioned in the report for 1879 is wanting, and also from one projected in 1879 in connection with Long Island College Hospital.

REFORMATORY AND INDUSTRIAL TRAINING.

New York, through its State board of charities, reports 8 classes of charitable institutions receiving money from the public funds, among which are four previously re-

ferred to, those for the blind, deaf and dumb, and the feeble-minded, viz: (1) Those under charge of the commissioners of public charities and correction, which contained 8,466 inmates on December 31, 1879, and had appropriated to them $860,000 for the year 1880. (2) Those which include institutions receiving for each inmate admitted an allowance sufficient to support such inmate. These are the Nursery and Child's Hospital, the New York Infant Asylum, the Foundling Asylum, the New York Infirmary, and various church institutions. (3) The Children's Aid Society (which reported 21 day and 11 night industrial schools in 1880, with 89 teachers and 9,662 inmates), the American Female Guardian Society, and the Shepherd's Fold, all receiving a fixed sum per annum, secured by special acts of the legislature, and thus not liable to forfeiture by any abuse of trust without repeal of act. (4) The Society for Befriending Children and Young Girls and the Five Points House of Industry, which receive a per capita allowance for each inmate of only $1 a week, a sum not sufficient to support them without private contributions or personal labor. (5) Thirteen institutions of different religious denominations, that receive $2 a head from the city for children committed by the police and civil justices. (6) The Colored Home, supported principally by New York City, according to special act. (7) The House of Refuge, which draws an income from the licensing of theatres, &c., and is thus indirectly aided by public funds. (8) There are also about 100 societies mainly supported by private funds, yet receiving a yearly donation from the excise fund. These include hospitals, infirmaries, and dispensaries. Seventy-three institutions of these different classes reported for the two years ending September 30, 1880, a constant population of 22,000, and they received $4,000,000 from the public funds and $2,400,000 from private sources.—(Boston Medical and Surgical Journal and New York School Journal.)

For statistics of the institutions referred to above and of any other similar ones, see Tables XXI and XXII of the appendix. For their summaries, see corresponding tables in the report of the Commissioner preceding.

EDUCATIONAL CONVENTIONS.

MEETINGS OF STATE AND NATIONAL ASSOCIATIONS.

During the year 1880 many meetings of teachers were held in the State of New York. These were the University Convocation, which held its seventeenth annual meeting at Albany July 13–15, 1880; the New York State Teachers' Association; the Convention of School Commissioners and City Superintendents; also many voluntary associations in the various counties, besides the usual teachers' institutes, which meet once or more each year. In addition to these regular gatherings of New York teachers, the Ohio State Teachers' Association and the National Association of Teachers held their conventions at Chautauqua Lake, while the American Institute of Instruction convened at Saratoga.—(State report.)

ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

Meeting at Utica December 28–30, 1880, with President Sidney G. Cooke in the chair, the opening session was devoted to papers on "Improved methods of instruction," "Essentials of the reports of teachers and school officers," and "The press and the pulpit, or two of the teaching forces of the time." Then resolutions and reports were adopted (1) to secure some uniform system of blanks for the rural schools which should embrace the essentials for reports of teachers and school officers; (2) to change the school year from September 30 to July 31. A resolution which aimed to secure a change of the school age from 5–21 to 6–18 was lost. A paper was then read on the "Relation of teachers' institutes to common schools," and different gentlemen gave their opinions as to the number of such meetings that should be held, the length of their sessions, and the methods to be employed. Following this was a discussion on normal schools, in which their relation to the rural schools was defined. The need of a department of pedagogy in colleges was broached, the establishment of some organic relations between academic and union schools and the normal schools was suggested, and the necessity of a higher standard of examination at the normal schools, so as to prepare students for entering at once on professional work, was shown.—(Teachers' Institute.)

STATE TEACHERS' ASSOCIATION.

The thirty-fifth anniversary was held at Canandaigua July 20–22, 1880. The tendency of the papers was toward a better and more practical education of the masses, this to be done by reforming the methods of elementary instruction. President Johnnot's inaugural discussed State, county, and city supervision, town organizations, method in teaching, and courses of study. This address was the keynote to the proceedings of the entire session. The resolutions adopted were that no one should serve as school commissioner unless he holds a college or normal school diploma or State certificate, or has held such office; and that each commissioner should select two

teachers holding college or normal diplomas or State licenses to act with him in conducting his examinations. A report was made in regard to the need of better teachers and a longer school term for the rural districts of the State. This was followed by the report of the committee on drawing in the public schools. Rev. A. D. Mayo then addressed the association on "Country schools and country life." He dwelt upon the need of a revival in the common schools, so that by means of object teaching and observation of nature these schools might be a university of real knowledge of common things. Gen. John Eaton, Commissioner of Education, spoke of the need of improvement in methods of teaching, and said that the educator should be something more than a routine teacher of ordinary attainments. Other topics discussed were "The physical basis of mind," "Education and insanity," "Home study and culture for teachers," "The relation of scholarship to culture," and "The curriculum of study." This last paper pleaded for physical development and culture and for practical schools, in which breadmaking should be taught as well as literature, science, and the arts. These were followed by "The relations of education and crime," "An outside view of education" (a new education with more brains and less machinery being desired), and "Examinations, their use and abuse."—(Teachers' Institute, New York School Journal, New-England Journal of Education.)

UNIVERSITY CONVOCATION.

The convocation which met at Albany July 13–15, 1880, was not largely attended. The first paper was on intellectual education; Professor Barnard, of Cornell, urged a more general introduction of zoölogical education; Ex-President Sampson, on secondary education, followed; subsequently, Professor Dealy, on "Education in the Early and Middle Ages." In a paper on "Ends and means in education" President Gaines, of St. Lawrence University, recommended that the perceptive faculties be mainly relied on till the pupil is 12 years of age; that mathematics be made prominent from 12 to 18; and that, for dealing with relations and inferences, the classical languages should be held indispensable. "Historical methods in education" and "What is the best education?" were also discussed. Other topics treated were "Quantity as an element in English verse," "Rhetoric, its methods," "The downward tendency of early Aryan civilization," "The study of the Indo-European languages," and the "Decline of the study of metaphysics." The contests for 1880 of the Inter Academic Union took place at the same time at the Albany High School. There were 27 institutions competing for honors, and prizes were divided among 11 schools.

At the commencement exercises President Potter, of Union College, delivered the oration on the relation of the board of regents to the education of the State.—(School Bulletin.)

OBITUARY RECORD.

JAMES LENOX.

This liberal founder of the Lenox Library, donor also of a fine library for the Theological Seminary at Princeton, N. J., and benefactor of many worthy charities, died February 17, 1880, in New York City. For forty years Mr. Lenox devoted himself to collecting rare books and works of art, and his collections of manuscripts, books, engravings, maps, statuary, paintings, drawings, and other works of art are said to have been without equals among private collections in America. The works on early American history, biblical bibliography, and Elizabethan literature are especially noteworthy. Although not, strictly speaking, an educator, Mr. Lenox did so much towards aiding education by means of his library that it is not out of place to speak of him in this connection. His gifts to the Presbyterian Home for Aged Women, the Philipps Memorial Church, the Presbyterian Hospital, and the Lenox Library amounted to over $2,000,000.

SAMUEL R. WOOLWORTH, LL. D., PH. D.

Dr. Woolworth, secretary of the regents of the University, was born in Bridgehampton December, 1800, and died June 30, 1880, in Brooklyn. His life was given to education, and he was one of its most earnest and intelligent expounders. For many years he was at the head of the academy at Homer, then principal of the State Normal School at Albany, lastly secretary of the board of regents, in which position he became general superintendent of all the academies, academical departments, and colleges in the State. He filled the position of secretary for a quarter of a century, and then became honorary secretary.—(School Bulletin, Teachers' Institute.)

HON. ERASTUS C. BENEDICT, LL. D.

While chancellor of the board of regents of the University of the State of New York Mr. Benedict died of apoplexy, October 22, 1880. Born at Branford, Conn., March 19, 1800; graduating at Williams College in 1821; and being admitted to the New York bar in 1824, he took much interest in the common school system, and was

one of the first trustees elected in the city. A member of the New York board of education from 1850 to 1853, of the common council in 1840, of the legislature in 1848, 1864, and 1873, he was chosen in 1855 to fill the office of regent of the University; subsequently he became vice chancellor and in 1878 chancellor. In 1865 Rutgers College conferred on him the degree of LL. D. He was for many years chairman of the executive committee of the New York Historical Society, manager of the Association for the Improvement of the Condition of the Poor, governor of the State Woman's Hospital, a trustee of Williams College, and manager of the American Art Union. He published several educational works. — (The School Bulletin and Teachers' Institute.)

DR. EDWARD SEGUIN.

Born at Clamecy, France, 68 years ago, and educated at the Colleges of Auxerre and of St. Louis in Paris, Dr. Seguin, soon after the completion of his studies, turned his attention to the education of idiots, and in 1839 opened an institution which has been the model for 75 similar establishments organized in various countries. In 1848 he came to this country and practised medicine for ten years in Ohio; then returned to France, afterwards settling in New York, from whence he aided in the establishment of 11 schools for idiots in the United States. Dr. Seguin did much to place elementary education on a reasonable and thoroughly scientific basis. He wrote many important works on the training of idiots and on other subjects. He was also an enthusiastic advocate of the universal adoption of the metric system, and identified himself particularly with the subject of medical thermometry and human temperature as an indication of health or disease. He closed his useful life in New York City October 28, 1880. — (Boston Medical and Surgical Journal, The Scientific American.)

REV. WILLIAM ADAMS, D. D.

The New York Institution for the Instruction of the Deaf and Dumb met with a serious loss during the year in the death of Dr. Adams, who was for thirty-two years connected with the institution, first as a director and afterwards as president. He died August 31, 1880. — (State report and report of institution.)

PROF. JACOB VAN NOSTRAND.

Professor Van Nostrand, for 41 years engaged in teaching in the New York Institution for the Instruction of the Deaf and Dumb, died in December, 1879. — (State report and report of institution.)

CHIEF STATE SCHOOL OFFICERS.

Hon. NEIL GILMOUR, *State superintendent of public instruction, Albany.*

[Third term, April 6, 1880, to April 3, 1883.]

ADDISON A. KEYES, *deputy superintendent, State House, Albany.*

[From December 16, 1875.]

The only other superintendent of public instruction during the ten years was Hon. Abram B. Weaver, 1868-1874. Other deputy superintendents were Edward Danforth, January 9, 1869, to August 1, 1874, and Jonathan Tenny, August 1, 1874, to December 16, 1875.

SUMMARY OF EDUCATIONAL STATISTICS

	1871–'72.	1872–'73.	1873–'74.	1875–'76.
POPULATION AND ATTENDANCE.				
White children of school age	182,698	233,751	242,768	257,521
Colored children of school age	85,239	114,852	127,192	136,968
Whole number of school age (6–21)	267,937	348,603	369,960	394,489
White children enrolled	.....	106,309	119,083	.....
Colored children enrolled	.....	40,428	55,000	.....
Whole enrolment	105,680	146,737	174,083	198,760
Average attendance of white youth	.....	70,872	.....	.....
Average attendance of colored youth	.....	26,958	.....	.....
Whole average attendance	.....	97,830	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts	.....	.....	.....	4,074
Public school-houses	1,627	.....	.....	3,305
Schools for white children	.....	2,565	2,820	.....
Schools for colored children	.....	746	1,200	.....
Whole number of schools taught	.....	3,311	4,020	.....
Average length of term in days	.....	50	.....	.....
Estimated value of school property	.....	.....	.....	.....
TEACHERS AND THEIR PAY.				
White men teaching	1,261	2,160	1,495	1,294
White women teaching	413		613	783
Colored men teaching	317	530	515	529
Colored women teaching	141		252	288
Whole number of teachers	2,132	2,690	2,875	2,894
Average monthly pay	.....	.....	.....	.....
INCOME AND EXPENDITURES.				
Whole receipts for public schools	$211,239	$408,831	$496,405	$591,008
Whole expenditure for them	157,057	191,675	297,595	335,663
STATE SCHOOL FUND.				
Amount of available school fund	.....	.....	.....	.....
Amount of permanent school fund (including portion not now available).	$1,959,380	$2,187,564	.....	.....

a Exclusive of large quantities of swamp

OF NORTH CAROLINA—1871-'72 TO 1879-'80.

1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.		Increase or decrease since 1871-'72.	
267,265	273,767	271,348	291,770	I.	20,422	I.	109,072
141,031	148,613	154,841	167,554	I.	12,713	I.	82,315
408,296	422,380	426,189	459,324	I.	33,135	I.	191,387
128,289	146,681	153,534	136,481	D.	17,053	.....	.....
73,170	81,411	85,215	89,125	I.	3,910	.....	.....
201,459	228,092	238,749	225,606	D.	13,143	I.	119,926
62,628	82,054	93,951	90,512	D.	3,439	.....	.....
41,545	50,499	56,837	57,290	I.	453	.....	.....
104,173	132,553	150,788	147,802	D.	2,986	.....	.....
5,718	6,218	5,944	6,392	I.	448	.....	.....
.....	3,342	3,457	3,766	I.	309	I.	2,139
2,885	3,388	3,605	3,523	D.	82	.....	.....
1,550	1,761	1,898	1,789	D.	109	.....	.....
4,435	5,149	5,503	5,312	D.	191	.....	.....
60	46	46	54	I.	8	.....	.....
$225,000	$157,921	$192,793	$179,561	D.	$13,232	.....	.....
1,193	1,844	1,771	2,006	I.	235	I.	745
376	642	652	721	I.	69	I.	308
535	875	627	1,034	I.	407	I.	717
278	361	321	369	I.	48	I.	228
2,382	3,722	3,371	4,130	I.	759	I.	1,998
$30	$23 18	$22 14	$21 75	D.	$0 39	.....	.....
$406,447	$452,516	$493,381	$399,290	D.	$94,091	I.	$188,051
289,213	324,287	337,541	352,882	I.	15,341	I.	195,825
$91,500	$112,000	$204,500	$200,000	D.	$4,500	.....	.....
2,289,139	.....	a652,500	a531,555	D.	120,945	D.	$1,427,825

lands, the value of which is not reported.

STATE SCHOOL SYSTEM.

OFFICERS.

Within the decade the public school officers have been, for the State, a board of education, with a superintendent of public instruction who was ex officio a member of the board; for counties, boards of education composed of the county commissioners, elected by the people for 2 years' terms and having general oversight of free school interests, with examiners[1] for testing the qualifications of teachers (one for each county, except from 1873 to 1877, when there were 3), chosen by the county board at first for 2 years' terms, but from 1872 for 1 year only; for townships, till 1877, school committees of 3 persons, elected by the people biennially; afterwards such committees appointed by the county boards for the school districts into which the counties had been from the first divided.

OTHER FEATURES OF THE SYSTEM.

The schools, which are free to all youth between 6 and 21 years of age as enumerated annually, are to be taught at least 4 months of 20 days each. Separate schools for the two races are required, the funds for them to be kept apart. To sustain the schools the law has appropriated annually 75 per cent. of the State and county capitation taxes, a property tax of 8½ cents on the $100 of property and credits in the State,[2] with 20 cents on each poll[3] since 1872, when the taxes were 6¾ cents on the $100 and 25 cents on each poll. If these amounts are not sufficient to maintain a 4 months' school special taxes are allowed in the county should the qualified voters so elect. To receive pay, teachers must be licensed by the proper officers, must be of good character, and must make the required reports. No sectarian or political text books are allowed to be used, and the text books and course of study are recommended by the State board of education, which till 1872 prescribed both studies and text books.—(Laws, 1869, 1872, 1873, and 1877.)

GENERAL CONDITION.

An increase over the previous year of 33,135 youth of school age was reported in 1880, but a decrease in enrolment and attendance. It may be stated, however, that the enrolment is only reported from 78 counties out of 90, and the average attendance of whites from 74 counties; that of colored, from 72 counties. Consequently these figures hardly give a fair estimate for the State. A larger number of school districts and school-houses is reported, but a diminished valuation of school property, which seems to indicate dilapidation and decay in many parts. Still, as reports of the value of property for colored schools only came from 63 counties and for white schools from 68 counties, the total given doubtless falls below the real valuation. Public schools (5,312) exist in 81 counties, while the average term is as reported by only 75, and the average salary of the increased number of teachers examined and approved during the year is from the reports of 73 counties. Although a decrease in receipts during the year is reported, if the balance on hand September 1, 1879, be added, the total amount of school fund for the year would be $523,555. The disbursements for the year were only $352,882, so that again there remained on hand, September 1, 1880, a balance of $170,673.—(State report and return.)

RÉSUMÉ FOR THE TEN YEARS.[4]

A system of public instruction was provided for by act of April 12, 1869; a board of education was appointed and 1,398 public schools were organized. Only 250 of the 800 townships in the State had reported up to October, 1870; but it was estimated that there were in the State 1,415 schools, with 49,000 pupils, taught by 1,400 teachers in 709 frame and log school-houses. The average monthly pay was $20.21; the total revenue for the year, $115,043. There was no report to this Bureau for 1870–'71, but it may be seen by a glance at the statistical table that in the two years ending in 1872 a marked increase in youth of school age, enrolment, school-houses, and teachers was

[1] The office of county examiner is to be abolished from June, 1881, and county superintendents are to be elected biennially.

[2] To be made 12½ cents in 1881.

[3] To be made 37½ cents on each poll in 1881.

[4] Although there has been a system of public schools in the State since 1840, the census of 1860 placed North Carolina in the front rank of illiteracy.

apparent. New school laws went into effect in 1872 and 1873, and as a result of the changes made by these laws it was said that if the school districts were properly laid off, the school-houses properly located and built, and if the people of each district had the right to tax themselves and elect the officers to manage the schools, most of the districts of the State would maintain a free public school from 4 to 10 months in every year. In 1874 the people in many counties were organizing educational associations and were taking more interest in public schools than formerly. In 1874–'75 there is again a lack of statistics, while prior to that date many counties failed to report in full, but the new constitution and laws of 1876 and 1877 met with such favor that the county officers, with but few exceptions, sent in reports. A general awakening among the people on the subject of public schools was then apparent, and a State normal school was established in connection with the University of North Carolina by laws of 1876–'77. From 1876–'77 through 1878–'79 there was a gradual increase in youth of school age, enrolment, attendance, school districts, schools, and teachers. The available school fund also largely increased during that period.—(State reports and laws.)

AID FROM THE PEABODY FUND.

During the decade the schools have been aided by the trustees of this fund to the amount of $91,400, the largest sums being given in the first five years. The amount given in 1880, $2,700, was divided between the normal schools for white and colored and Fayetteville and Morehead City.—(Reports of trustees of fund.)

KINDERGARTEN.

There were five schools of this class in 1879–'80. They are 1 at Charlotte (connected with Charlotte Female Institute), 1 at Pittsboro', 2 at Raleigh (in connection with Peace Institute and St. Mary's School), and 1 at Warrenton.

CITY SCHOOL SYSTEMS.

LEGAL PROVISIONS.

Townships with cities of 5,000 or more inhabitants were allowed by act of 1877 to levy an annual tax for the support of graded public schools. This tax, if levied, is not to exceed one-tenth of 1 per cent. on the value of school property and 30 cents on each poll. The townships which include the cities of New Berne, Goldsborough, Charlotte, and Wilmington are excepted from the operation of the act.—(Laws of 1877.)

CITY SCHOOL STATISTICS.

Raleigh and Wilmington, according to the census of 1880, have respectively populations of 9,265 and 17,350. Further information is lacking in 1879–'80 in regard to these two cities. In 1878–'79 Wilmington reported a school population of 4,921 and an enrolment of 866, and its schools were taught 144 days. In private or parochial schools there were 936 pupils.

Fayetteville and Morehead City each reported one graded white school in 1880. The former received from the Peabody fund $600, the latter $200, indicating, under the rules, an attendance of at least 300 pupils in the former case and of at least 100 in the latter. A graded school at Salisbury, also for white pupils, was mentioned.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

By an act ratified March 9, 1877, provision was made for the establishment of a normal school for white pupils in connection with the State University and for a State normal for colored pupils, where teachers for that race might be trained for the common schools of the State. These schools were to be helped for 2 years at the rate of $2,000 a year. The general assembly at its session of 1879 continued this appropriation.

The *University Normal School* is a summer school lasting six weeks. Its sessions have been successful from the beginning, and although a slight decrease in attendance was noticed in 1880 a manifest increase of enthusiasm and industry was perceptible, while the work accomplished is said to have been of a better character than formerly. In 1879–'80 it reported 241 normal students present; a model school organized; lectures

delivered to the whole school on school discipline, laws, organization, &c., advanced classes organized and conducted in the study of Latin, algebra, geometry, natural philosophy, physiology, and Shakespeare; and a Kindergarten department successfully carried on.

The *State Colored Normal School*, Fayetteville, also organized in 1877, has had a regular 3 years' course of study and adds a 3 years' preparatory course since 1879. In 1879–'80 9 students completed the course of study prescribed for the senior class, 14 the course for the middle, and 18 that for the junior year. Of the whole number in the normal and preparatory departments, 35 have been engaged in teaching during the vacation or since leaving school. The matter of including another year in the course of instruction has been laid before the board of education. This is not to increase the length of course, but simply to take in higher branches (as Latin, algebra, rhetoric, &c.), to enable the graduates to teach in large towns, where a higher grade of teacher is required.—(State report, catalogues, returns.)

OTHER NORMAL TRAINING.

At Bennett Seminary, Greensboro', and at the Whitin Normal School, Lumberton, there are 4 years' normal courses, and at the latter a preparatory class. Ray's Normal Institute, Kernersville, had a 2 years' normal course in 1879, but no further information is at hand. In connection with Trinity College a summer normal was started in 1878; the catalogue of 1879–'80 makes no mention of its continuance. Shaw University reported a 3 years' normal course in 1878–'79. Later information respecting it is lacking.

TEACHERS' INSTITUTES.

A law was passed in 1872 authorizing the holding of teachers' institutes, and 6 were held in that year, with an average attendance of 37 to 50 persons. This law was repealed in 1873 and so remained through 1880, but was to be again in operation in improved form in 1881.

EDUCATIONAL JOURNAL.

In 1872 and 1873 endeavors were made to establish an organ of the department of education, but the attempt failed for want of the requisite funds. Arrangements were, however, completed in 1880 for the issue in January, 1881, of a monthly paper to be devoted to the furtherance of school interests and to be called the North Carolina Educational Journal.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Although a university has long formed a part of the State system of instruction, the preparation of students for it through the common schools has not been encouraged. Even the right of local taxation for the lengthening of school terms beyond the 4 months minimum and for securing instruction in something more than elementary studies was wholly withheld till a late day. In the session of 1872–'73 a bill was introduced in the legislature to make provision for graded schools in cities and towns of more than 2,000 inhabitants. At first it met with some favor; but the agitation of a civil rights bill about that time and the fear of some that this bill if passed might inure to the benefit of whites and blacks alike, led its friends to withdraw the measure at the next session, 1873–'74. Two years later it was revived and passed, with the modification that "townships having within their limits cities of 5,000 or more inhabitants be authorized to levy taxes for the support of graded schools." This change shut off more than half of the dozen or more towns that would have been included under the previous bill, and left only 5 with the needed population for voluntary self taxation (of which small number 2 were especially excepted from its provisions), with another that might have come in after some years. How far the 3 cities left—Fayetteville, Raleigh, and Wilmington—have availed themselves of the permission given by the law does not appear; but from the State report of 1878 it appears that 14 graded schools, 8 of them in these 3 cities, were to have aid from the Peabody fund for the school year 1878–'79. After that these schools were cast on their home resources by the withdrawal of Peabody aid, with what result is not yet known. The only high schools absolutely known about are 12 private schools, bearing that title in a list published by the State superintendent at the close of his report for 1878, the last list of the kind that appeared.

OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools, such as business colleges, academies, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix to this report. For a summary of the statistics of each class, see corresponding tables in the report of the Commissioner preceding. One of these schools, the Kinston Collegiate Institute, which has not yet come on the Bureau lists, had in 1879–'80 an attendance of 112 pupils in academic, collegiate, and music departments, and gave instruction in anatomy, physiology, hygiene, and calisthenics. Another, the Bingham School, Mebanesville, has been in operation nearly 90 years.—(North Carolina Educational Journal.)

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of North Carolina, Chapel Hill, was chartered in 1789 and opened its doors to students in 1795. Its greatest prosperity was said to be in 1858–'59, when it had 456 students. The plan of the university includes 8 colleges, and in 1869–'70 the college of literature and the arts and the college of philosophy (both with 4 years' courses) were in operation, and there was a preparatory class. In 1872 the university was suspended, but reopened in September, 1875. The courses included the arts, sciences, and agriculture, also an optional course entitling to certificate of proficiency. A summer normal, a law school, and a 3 years' course in engineering were reported in 1877–'78, and a school of medicine in 1878–'79. In 1879–'80 the schools were so arranged as to lead to the degrees of B. A., B. S., and PH. B., and graduate instruction was offered leading to PH. D., M. A., and M. S. There were 171 students in 1879–'80.—(Catalogues, return, North Carolina Educational Journal.)

The other colleges reporting (all in existence prior to 1870, except Biddle and Rutherford) were Davidson, Rutherford, North Carolina, Trinity, and Wake Forest Colleges, and Biddle University. Rutherford (dating from 1871), Trinity, and Wake Forest arrange their work in schools, the first having 6, the second 11, and the third 7. All report preparatory, classical, and scientific courses. Biddle University (organized in 1867 and incorporated in 1877) has an English course of 4 years; Davidson, eclectic and graduate courses; while Trinity and Wake Forest include commercial instruction. Shaw University last reported in 1878–'79. Weaverville College, which was chartered in 1873, has not reported since 1875–'76.

For statistics of these colleges, see Table IX of the appendix, and a summary in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Rutherford College, Shaw University, and Weaverville College, when last heard from, gave instruction to both sexes. For statistics of colleges especially for young women, see Table VIII of the appendix; for a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The University of North Carolina Agricultural and Mechanical College, founded in 1875 under the national land grant, has a regular 4 years' course which leads to the degree of B. S. A shorter optional course in agriculture is arranged for students whose time is limited. In the schools of chemistry and physics and the college of natural history there is also opportunity for scientific study. The agricultural experiment station, created by act of March 12, 1877, tests soils, fertilizers, and chemicals, determines the quality and germinating power of seeds, and examines and reports on the means of exterminating insects that are injurious to vegetation. In 1879–'80 there were 24 students reported in the scientific department, 8 of them pursuing a partial course.—(College catalogue and returns.)

Rutherford, Trinity, and Wake Forest Colleges report schools of natural science; the other colleges, scientific courses.

PROFESSIONAL.

Theological instruction is given at Biddle University, Charlotte (Presbyterian), in a 3 years' course; at Bennett Seminary, Greensboro' (Methodist Episcopal), in one of

4 years; at Shaw University, Raleigh (Baptist), which reported a 4 years' course in 1879 and an entrance examination; in the biblical department of Trinity College, Trinity (Methodist Episcopal South), which course taken exclusively is completed in 2 years, but when other studies are added requires 3 years; and in the School of the Bible of Wake Forest College (Baptist), which lays down no specific course and gives no certificate of proficiency.

For statistics of these schools, see Table XI of the appendix, and a summary in the report of the Commissioner preceding.

Legal instruction is given in the law departments of the University of North Carolina and of Trinity College. Neither of these schools requires an examination for admission. The former, with a 2 years' course of 9 months each year, reported 13 students in 1879–'80; the latter, a 3 years' course of 40 weeks each year and 14 students. The law department of Rutherford College was suspended in 1879.—(Catalogues and returns.)

Medical instruction is furnished in the medical school connected with the University of North Carolina. A 2 years' course of 9 months yearly is reported, in which instruction is given in part by lectures and special attention is paid to the study of anatomy. There were 9 students in 1879–'80 and 9 graduates, besides several in special optional studies.—(College catalogue and returns.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The North Carolina Institution for the Deaf and Dumb and the Blind, Raleigh, was opened in 1845. Special attention is paid to the instruction of colored deaf-mutes and blind, and in 1880 all the rooms devoted to this race were reported filled and more accommodation needed. In the literary department, which is said to be well officered and managed, the common school branches are taught. In the mechanical department both blind and deaf are instructed in broom, mattress, and shoemaking, cane seating, sewing, knitting, bead, and fancy work. Two new features were introduced into the institution in 1880: cookery as a science and articulation. In lip reading the pupils already display such proficiency as to remove all doubts concerning its practicability.

For statistics of this school, see Tables XVIII and XIX of the appendix; for summaries, see corresponding tables in the report of the Commissioner preceding.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The law of 1872 authorized the organization of teachers' associations, and any meeting held for one month with an average attendance of twenty or more teachers was to be aided to the extent of $50 a year. In 1873 a State educational association was formed at Raleigh, a constitution adopted, and 44 members enrolled. In 1874 a session of this same body was held at Raleigh and many important educational topics were discussed. From that date to 1877 no mention is made of the continuance of these meetings, but as the organization seemed to be a permanent one there were probably annual sessions. In 1877 a convention of colored people met at Raleigh and a series of resolutions was adopted, in which that race were urged to think and act for themselves. In 1878 the teachers in attendance at the University Normal took steps to organize a North Carolina teachers' association, as well as various county associations throughout the State. On July 29, 1880, a meeting of this association was held at Chapel Hill, at which a memorial was drawn up to be presented to the general assembly, specifying certain changes of law which would give a better system of education to the State. The topics discussed are not reported.—(State reports and North Carolina Educational Journal.)

OBITUARY RECORD.

ROBERT HARRIS.

Mr. Harris, a colored man, was one of the first of his race to engage in teaching in the South. Born at Fayetteville in 1839 of free parents, who settled in his earliest years at Cleveland, he enjoyed excellent educational advantages, and at the close of the war began teaching in Virginia, under the auspices of the Freedman's Bureau. A year or so afterward he went to Fayetteville, where for ten years he was at the head of the Howard Grammar School, and from 1877 principal of the State Colored Normal School. He died October 24, 1880.—(State report).

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN C. SCARBOROUGH, *State superintendent of public instruction, Raleigh.*

[Second term, January 1, 1877, to January 1, 1881.][1]

Other superintendents during the ten years were Rev. S. S. Ashley, 1869–1872; Hon. Alexander McIver, 1873–1875; Hon. Stephen D. Pool, 1875–1877.

[1] Mr. Scarborough was again elected in 1881 for a 4 years' term.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Whites of school age (6–21)	1,031,765	1,046,971	968,688	963,548	995,128
Colored of school age (6–21)	26,283	26,303	23,020	22,399	22,598
Whole number of school age	1,058,048	1,073,274	991,708	985,947	1,017,726
Whites in public schools	.....	702,345	698,068	701,812	703,583
Colored in public schools	.....	6,455	5,950	6,131	8,546
Whole number enrolled	732,122	708,800	704,018	707,943	712,129
Average monthly enrolment	.....	.....	480,489	526,904	532,473
Average daily attendance	432,452	408,538	407,917	429,630	435,449
Pupils in private schools	6,914	8,386	5,937	13,066	10,652
DISTRICTS AND SCHOOLS.					
Township districts	1,346	1,344	1,342	1,337	1,337
Subdistricts in these	10,686	10,695	10,662	10,623	10,433
City, village, and special districts.	496	549	558	582	605
District divisions in these	693	669	713	728	701
School-houses in township districts.	10,622	10,687	10,687	10,664	10,695
School-houses in city, village, and special districts.	949	978	1,007	1,024	1,139
Public school-houses	11,571	11,665	11,694	11,688	11,834
Public school rooms	14,186	14,201	14,543	14,768	14,868
Rooms for elementary schools	13,876	13,838	14,193	14,356	14,418
Rooms for high schools	310	363	350	412	450
School-houses built	578	566	542	579	544
Cost of school-houses built	$1,025,077	$893,422	$1,008,786	$1,164,104	$1,010,786
Value of public school-houses and grounds.	14,988,612	17,168,196	17,659,276	18,829,586	19,876,504
Average time of schools in days	165	152	140	145	150
TEACHERS AND THEIR PAY.					
Male teachers in public schools	9,563	9,718	9,789	9,911	10,186
Female teachers in same	12,544	12,343	12,110	12,464	12,306
Whole number employed	22,107	22,061	21,899	22,375	22,492
Teachers permanently employed.	7,580	7,085	7,248	7,198	7,762
Teachers in primary and grammar schools.	21,607	21,573	21,401	21,664	21,851
Teachers in high schools	500	488	498	711	641
Teachers in colored schools	145	163	167	160	210
Teachers in private schools	143	184	123	265	211
Average monthly pay of men	$65 00	$60 50	$61 75	$59 50	$60 50
Average monthly pay of women	40 00	40 25	40 00	45 00	44 00
INCOME AND EXPENDITURES.					
Receipts for public schools	$7,365,992	$7,420,338	$7,705,605	$11,060,340	$11,749,261
Expenditure for public schools	7,254,729	6,817,358	6,973,403	8,072,168	8,170,960

TICS OF OHIO—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
1,002,702	1,004,145	1,018,789	1,018,795	1,022,571	I. 3,776	D. 9,194
22,933	23,103	23,174	24,525	23,654	D. 871	D. 2,629
1,025,635	1,027,248	1,041,963	1,043,320	1,046,225	I. 2,905	D. 11,823
715,771	715,405	730,365	725,210	737,627	I. 12,417	.....
7,192	6,835	9,829	9,441	9,511	I. 70	.....
722,963	722,240	740,194	734,651	747,138	I. 12,487	I. 15,016
552,299	554,933	574,535	571,880	585,335	I. 13,455	.....
447,139	448,100	465,372	459,990	476,279	I. 16,289	I. 43,827
9,141	10,767	23,121	28,861	28,650	D. 211	I. 21,736
1,347	1,347	1,347	1,346	1,346	.....	.....
10,627	10,721	10,769	10,842	10,872	I. 30	I. 186
616	632	651	666	684	I. 18	I. 188
715	714	743	759	753	D. 6	I. 60
10,732	10,744	10,791	10,874	10,888	I. 14	I. 266
1,148	1,172	1,188	1,269	1,255	D. 14	I. 306
11,880	11,916	11,979	12,143	12,143	.....	I. 572
14,951	15,504	15,671	16,045	16,247	I. 202	I. 2,061
14,464	14,949	15,139	15,515	15,680	I. 165	I. 1,804
487	555	532	530	567	I. 37	I. 257
549	490	481	437	442	I. 5	D. 136
$1,159,350	$803,146	$843,822	$580,801	$711,835	I. $131,034	D. $313,242
20,969,557	21,145,527	21,329,864	21,103,255	21,851,718	I. 748,463	I. 6,863,106
155	155	155	150	150	.....	D. 15
10,493	10,855	11,099	11,456	11,326	D. 130	I. 1,763
12,353	12,148	12,292	12,031	12,358	I. 327	D. 186
22,846	23,003	23,391	23,487	23,684	I. 197	I. 1,577
8,151	8,336	8,525	9,028	9,388	I. 360	I. 1,808
22,179	22,292	22,680	22,781	22,986	I. 205	I. 1,379
667	711	711	706	698	D. 8	I. 198
188	180	262	238	225	D. 13	I. 80
135	182	225	272	247	D. 25	I. 104
$59 75	$57 50	$59 00	$56 50	$56 25	D. $0 25	D. $8 75
36 00	37 25	41 50	41 25	39 25	D. 2 00	D. 75
$8,605,135	$7,875,904	$7,841,911	$7,747,485	$7,526,224	D. $221,261	I. $160,232
8,462,758	8,036,621	7,995,125	7,711,325	7,704,449	D. 6,876	I. 449,720

STATE SCHOOL SYSTEM.

OFFICERS.

For supervisory and executive work there is a State commissioner of common schools, elected triennially by the people, with boards of education of 3 members or some multiple of 3, elected by the people in cities, villages, special districts, township districts, and the subdistricts into which townships are usually divided.[1]

For examination of teachers for the State schools there are 3 State examiners, appointed triennially by the State commissioner; 3 examiners for each county, appointed by the county probate judge; and 3 for each city or village of not less than 2,500 inhabitants,[2] appointed by their boards of education, all for 3 years' terms.

These arrangements as to officers have been substantially the same for many years. City boards usually employ superintendents for their schools.

OTHER FEATURES OF THE SYSTEM.

The State common schools may be of any grade from primary to high. They are free to all unmarried youth 6 to 21 years of age residing in the districts where they are, but separate schools may be established for colored youth. Attendance for at least 12 weeks in each school year is required of all children 8 to 14 years of age, unless excused because of sickness, distance from school, or instruction elsewhere. Without a certificate of compliance with this rule, no child of these years may be lawfully employed during the established school hours. To ascertain who are entitled to the privileges of the schools and to a share in the State funds for the support of them, an annual census must be taken of the unmarried youth of school age. Failure to take this subjects a delinquent district to loss of its share of the State funds, though the district may compel the officer whose duty it was to take the census to make up this loss. The funds conditioned on this census taking are those derived from the interest at 6 per cent. of a permanent fund created out of United States land grants and from an annual State tax of 1 mill on $1 of all taxable property. They are distributed on the basis of the number of youth of school age and status shown by the last enumeration, must go towards the pay of teachers, and must be met in each school district by a supplementary tax not to exceed 7 mills on $1 of valuation; in Cincinnati, not to exceed 5 mills. No one may be employed as a teacher to receive the benefit of these funds without a certificate of qualification from either the State examining board or that of the county or city in which the teaching is to be done; and no one employed can receive pay for services, except in certain specialties, without the presentation of such a certificate and the required reports. Text books and courses of study for the schools are prescribed by the local school boards. The teaching of the German language is allowed when duly petitioned for; and there is legal provision for evening schools, school libraries, and teachers' institutes, for a sufficiency of schools for all school children, and for a school term of 24 to 44 weeks each year.

GENERAL CONDITION.

The school report for 1879–'80 shows that there was a fair advance on 1878–'79 in at least the better parts of the school system. Against an increase of only 2,905 in youth of school age, appears an increase of 12,487 in the enrolment in public schools, and of 16,289 in average daily attendance; the additional enrolment thus exceeding by 9,582 and the average of pupils in the schools each day by 13,384 the increase in youth of school age. This certainly indicates activity on the part of school officers and teachers, greater attractiveness in the instruction, and better accommodations in the schools. There were 442 school-houses built, at a cost of $711,835. Evidence of improved and still improving methods of instruction comes from the reports of the many cities that are always in the lead in this respect. Indeed, the close examinations of teachers in this State by carefully chosen examining boards, with the lively work of some excellent normal schools, have brought the teaching to a higher standard than might be anticipated in a State without any normal school system of its own. And in this year 360 more teachers than before (9,388 in all) proved so efficient as to remain in the schools in which they were employed. Almost the only offset to these improvements is a diminution of the pay of teachers, on an average, 25 cents a month for men and $2 a month for women.

RÉSUMÉ FOR TEN YEARS.

Something of the same educational advance noticed for 1879–'80 appears when this year is compared with 1870–'71. The increase in the number of children of school age

[1] Except in the larger cities, where there are 1 or 2 members for each ward, and in divided townships.

[2] Cities with 10,000 or more inhabitants may have 3, 6, or 9 examiners.

in all that interval was only 11,823, yet 15,016 more were brought into the public schools and 43,827 more were held in average attendance. And this gain did not come from crushing out private and church schools, for these had 21,736 more pupils at the close of the decade than at the beginning, making in all 36,752 additional children brought under instruction. Deducting the number that reached school age within the decade (11,823), there was evidently a gain of 24,929 for schools of some kind from the ranks of the schoolable children that had been previously untaught. This is a good record. Whether an increase of 374 in the number of school districts was or was not an advantage on the whole, it certainly was one in respect to facilities for school attendance, and so for gathering more children into the schools. And then provision for this fuller attendance appears to have been fairly made in 572 more school-houses, with 2,061 more rooms; for, giving an average of only 30 pupils to a room, there was thus accommodation for 61,830 more children; while, of course, these more modern structures afford better light, ventilation, and warmth, seats greatly easier, and other comforts and advantages once hardly thought of. Besides this, an increase of 1,577 in the number of teachers implies smaller classes and closer supervision of their work. As the years advance we find a considerably larger proportion of men than women teaching, the average monthly pay of men falling off $8.75 and that of women 75 cents during the decade, although the whole expenditure for education by the State was $449,720 more in 1879–'80 than in 1870–'71. The record stands, then, less paid to teachers, more put into the schools, an improvement in these as respects comfort and accommodations, attendance enlarged much beyond the increase of school children, and for this attendance enough more teachers to meet all demands, besides a larger average of proven capacity and skill.

In laws, the changes as to school matters have not been great, but have, upon the whole, been good; the chief being improvements in the organization of city and village school systems made in 1873 and 1880, with a compulsory enactment in 1877 as to school attendance for at least 12 weeks in each school year affecting every child from 8 to 14 years of age.

KINDERGÄRTEN.

This form of training for young children has found considerable favor in the State. Within the decade the number of Kindergärten reported has grown from 2, in 1873, to 19, in 1880; and, although the public school systems of the cities have not adopted Fröbel's plans to any appreciable extent, these have found foothold in private and church schools, in normal schools, and in one or two corporate institutions.

At Cincinnati an association of ladies for the promotion of free Kindergarten instruction in that city was formed in December, 1879, and through the favor which it found from liberal citizens was enabled to establish and carry on (apparently from March 1, 1880), under the charge of a pupil of Miss Blow, from St. Louis, a school that began with 6 children and rose ere long to 60, averaging thenceforth 50 in attendance daily. To aid in the care of it 4 assistant teachers were selected from among many applicants, on the condition that they should give their time and service for a year for the benefit of the training which this service would secure them in kindergartening. The results were so satisfactory that at the expiration of the year arrangements to open another Kindergarten in another section of the city were in progress, and were only delayed to await the necessary funds.—(Reports of the Commissioner of Education and first report of Cincinnati Kindergarten Association.)

CITY SCHOOL SYSTEMS.

OFFICERS.

All cities in this State have boards of education elected by the people, with opportunity for changing part of their membership at the annual elections. Those with 10,000 or more inhabitants have had boards of one or two members from each ward, with liberty to change from the smaller to the larger number; those with less than 10,000, boards of three or six members, with like liberty of change or of a change to one member from each ward. But in 1880 began the operation of laws meant to secure for cities of the first class boards uniformly of 2 from each ward, except in Cincinnati and Cleveland, which will have composite boards, partly from the city as a whole, partly from the several wards, the former to hold for 3 years, the latter for 2. These boards may (and usually do) appoint superintendents for the schools of their several cities, and must appoint boards of examiners to test the qualifications of persons purposing to teach or seeking higher positions as teachers. They also determine the text books and courses of study for their schools.

STATISTICS. *a*

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Akron	16,512	4,719	3,055	2,425	56	$75,520
Bellaire	8,025	2,808	1,595	905	21	13,598
Canton	12,200	4,363	2,627	1,925	49	39,131
Chillicothe	10,938	3,387	1,903	1,509	45	33,537
Cincinnati	255,698	85,882	32,110	26,050	633	*b*687,194
Cleveland	160,146	49,263	24,262	16,867	447	388,688
Columbus	51,377	14,662	7,792	5,953	143	209,670
Dayton	38,721	11,225	5,902	4,675	125	151,810
Fremont	8,451	2,369	1,041	688	20	13,780
Hamilton	12,122	5,058	2,020	1,494	35	34,514
Ironton	8,857	2,861	1,925	1,391	30	19,637
Lima	7,569	2,426	1,402	1,037	23	14,466
Mansfield	9,893	2,983	1,905	1,350	37	26,538
Newark	9,602	3,649	1,812	1,322	39	23,653
Portsmouth	11,320	3,734	2,150	1,603	42	31,397
Sandusky	15,949	6,166	2,649	1,873	48	47,648
Springfield	20,729	5,739	2,964	2,275	60	82,258
Steubenville	12,093	5,973	2,345	1,726	44	30,509
Tiffin	7,882	2,944	1,315	928	29	18,797
Toledo	50,143	15,536	7,616	4,935	139	169,238
Youngstown	15,431	5,199	2,262	1,647	40	22,265
Zanesville	18,113	5,782	3,144	2,283	74	44,187

a The figures given are from the State report for 1879–'80. Those for population are in some cases from the first count of the census takers.

b The expenditures given for Cincinnati are those for school purposes alone; taking in $20,699 for library purposes makes a total of $707,893.

ADDITIONAL PARTICULARS.

Akron had 8 school buildings, containing 40 rooms, with 2,927 sittings, and classed her schools as primary, grammar, and high; with a session of 200 days, there was an increase in enrolment of 229, of 228 in average attendance, and a gain in the quality of the work done. In an average attendance of 2,425, there were but 1,223 cases of tardiness, 321 of truancy, and 159 of corporal punishment. Modifications of the courses of study in the elementary and high schools were under consideration. Special teachers in music, industrial drawing, and penmanship were employed, the former 2 days in the week and the others all the time. Estimated value of school property, $105,000; estimated enrolment in private and parochial schools, 450.—(City report and return.)

Bellaire reported 5 school-houses, containing 21 rooms; a school session of 190 days; 91 per cent. of average daily attendance on monthly enrolment, and school property valued at $48,850.—(State report, 1880.)

Canton had 7 school-houses, containing 40 rooms, with 2,350 sittings; classed its schools as high, grammar, primary, ungraded, and German, with a session of 190 days; reported an increase of 8 teachers, including 3 special, and of 312 in average enrolment over previous year; 88 per cent. of average daily attendance on monthly enrolment; 174 in night schools; 148 fewer cases of tardiness, while 1,904 had a clean record. Special instruction was given in music and penmanship. Estimated value of school property, $152,200; estimated enrolment in private and parochial schools, 450.—(City report and return.)

Chillicothe reported a school session of 190 days, 5 school-houses, and 39 rooms; an increase of 105 in enrolment and of 76 in daily attendance; in the primary 93 per cent. of average daily attendance on average monthly enrolment and 99 per cent. in the high school. In the high school 403 had studied German. Estimated value of school property, $150,000.—(State report.)

Cincinnati had 54 school-houses, 562 rooms for study, with 36,381 sittings, and classed its 42 schools as district, intermediate, and high, 33 of which were in the district department, 6 in the intermediate, and 3 in the high. Of these, 6 of the district, 2 of the intermediate, and 1 of the high were for colored pupils. A normal school, one for deaf-mutes with 128, and 7 night schools with 2,467 pupils, made the total enrolment in public schools 36,121. The district schools were divided into 6 grades, the intermediate into 3, and the high into 4, making a course of 13 years. There was an increase in enrolment of 1,261, while in the primary schools the per cent. of average daily attendance on average monthly enrolment was 90; in the high, 95. It was estimated that 15,857 children between 6 and 14 years of age were in no school of any kind. There was a decrease of 6 in the number of night schools and of 726 in enrolment. Of these 7 night schools, 5 were for white pupils and 2 for colored, classed as district and high, from the last of which 36 graduated. The annual normal institute had English and German departments, with high grades of study, while in the monthly

meeting of the teachers' association questions as to courses of study and methods of instruction were considered. Exercises in "gems of literature," teaching the pupils beautiful extracts from the best authors, had been introduced in the district and intermediate schools with gratifying results. Excellent work in composition is said to have been done. Primary reading by a combination of the word and phonic methods was taught with fine effect. Spelling was taught from reading and other lessons, not from the spelling book, which was laid aside. Primary arithmetic, taught by a new and free method without books, produced remarkable results in the rapidity and accuracy with which the children of the first and second school years could add and subtract. Special instruction in music, drawing, and penmanship was given in all departments, while in the schools where German and English were taught more than half studied German. From the Hughes and Woodward High Schools 111 graduated. Gaines High School for colored pupils enrolled 64 and graduated 7. In the City University changes were made in the course leading to the degree of A. B. reducing the number of elective studies and requiring 3 full years in the classical languages, while a new course of 4 years leading to the degree of L. B. was established. The estimated value of school property was $2,000,000. Private and parochial schools occupied 25 school-houses, with 285 rooms, and had an enrolment of 14,195 in church schools and 1,640 in private; in both, 15,835.—(City report and return.)

Cleveland had 42 school-houses, 361 rooms, with 20,416 sittings; classed its 41 schools as normal, high, grammar, and primary, with a 3 years' course for each. There was an increase of 1,521 for the year in enrolment and more than twice that increase over 1870. The growth of the high and first grade grammar schools was still more remarkable. The per cent. of average daily attendance on average monthly enrolment was in the primary grades 94, in the high 95. There was an increase of 38 teachers, while 5 special teachers gave instruction in music, drawing, penmanship, German, and book-keeping or were employed in unclassified schools. School property was valued at $1,800,000. There was an enrolment in private and parochial schools of 11,056, an increase of 521 over the previous year.—(State report and return.)

Columbus reported 1 high school, a Saturday normal, 45 grammar and 75 primary schools, 26 school buildings, 161 rooms, 7,288 sittings; an increase of 1 house, 251 sittings, also of 6 teachers and 363 in enrolment over previous year. The per cent. of average daily attendance on monthly enrolment was 93 in primary grades, 94 in grammar, and 95 in high. School property was valued at $707,584. Notwithstanding the prevalence of infectious diseases, there was gain in punctuality and discipline, 5,095 pupils not being tardy during the year and only 17 suspended. The Saturday normal school enrolled 110, a gain of 31 over last year. There were 20,317 visits made by friends and patrons and 3,624 by the superintendent to the different schools; their condition was eminently satisfactory. The high school maintained its excellent character under a new organization, enrolling 559 and graduating 72. The study of German was more than ever popular, while good progress was made in music and drawing. The school library had 5,324 volumes, 614 of which were German, and added 513. Estimated enrolment in private and parochial schools, 1,927.—(City report and return.)

Dayton had 1 high school, 1 normal, 1 intermediate, and 10 district schools; 13 school-houses, 118 rooms, 6,149 sittings; an increase of 2 in teachers and of 428 in enrolment; a per cent. of average daily attendance on average monthly enrolment of 95, and on enumeration of 84 per cent., leaving only 16 per cent. of children of school age in no school. In 6 night schools there was an average attendance of 223. The exhibitions of free hand drawing introduced into these schools were witnessed by a large number of citizens and highly commended, showing striking improvement over last year. A recently revised course of study, in which elementary algebra was substituted for arithmetic in the intermediate schools, worked well. The normal school began the year with 14 pupils and graduated 8, the work done comparing well with any previous year. The progress in music under a special teacher was satisfactory. Intelligent cultivation of the memory received careful attention, while in penmanship there was a steady improvement. School property was valued at $346,700. There was an enrolment of 235 in private and 1,466 in church schools.—(City report and return.)

Fremont had $60,000 in public school property, $10,000 more than previous year; had 7 school-houses, 14 rooms for study and recitation, with 1,100 sittings; a per cent. of average daily attendance on monthly enrolment of 84 in primary grades and 87 in high, with an enrolment same as year before, and a gain of 1 teacher. Special instruction was given in music and German, 150 studying the latter. There were 400 enrolled in private and parochial schools.—(State report and city return.)

Hamilton closed the year of its public schools with a general improvement in studies and discipline; classed them as high, intermediate, primary, and colored; had 5 school-houses and 31 rooms. There was a decrease of 3 in teachers from previous year; an increase of 113 in enrolment; a per cent. of average attendance on average monthly enrolment of 95, and school property valued at $125,000. The chief work of the schools

was in the elementary grades, including special instruction in music and drawing. In the high school, with an enrolment of 82, the work was exceptionally good, 9 graduating with honor, only 1 of whom was a boy. Since its organization in 1866 it has graduated 100, mostly girls, as few boys finish the course. Tardiness was reduced. Estimated enrolment in private and church schools, 100.—(City report.)

Ironton classed its schools as primary, grammar, and high; had 9 school buildings, 27 rooms (exclusive of those used only for recitation), with 1,600 sittings, and school property (including buildings, grounds, furniture and apparatus) at estimated value of $39,200. There was an increase of 318 in enrolment, a per cent. of average daily attendance on monthly enrolment of 90 in the primary grades and 98 in the high. Schools were in session 185 days. Special instruction was given in German. Private and church schools were taught in 2 houses, with an enrolment of 300.—(State report and return.)

Lima, in making its first appearance on our records, reported 2 school buildings, with 22 rooms (exclusive of those used only for recitation), and school property, including grounds, buildings, furniture, and apparatus, valued at $75,000. Schools were in session 190 days, with an average monthly enrolment of 1,019 in the primary grades and 104 in the high.—(State report.)

Mansfield rated its whole school property at $140,000; had in 6 school buildings 38 rooms, with seats for 2,148 pupils; classed its schools as primary, secondary, grammar, and high, and gave 8 years to the studies of the first three; to those of the last, 1 to 3 years. Other things being equal, those were held to be the choice teachers that could maintain the best discipline with the use of the mildest measures and gentlest influences. For music, drawing, and penmanship, there were special teachers. Three schools other than public had sittings for 350 pupils and an enrolment of 220.—(Return and manual.)

Marietta, rating its school property at $44,300, had in 7 buildings 24 school rooms (2 of them for recitation only) and sittings for 1,360 children, or enough for 239 more than the average attendance in 1879–'80. A special teacher of German was employed. Only 1 private school was reported, having seats for 40, an enrolment of 30, and an average attendance of 21.—(Return.)

Portsmouth, with 6 buildings for primary and grammar schools and 1 for high, had 40 rooms for school and but 1 for recitation only, all containing 1,970 sittings and valued (with grounds, furniture, and apparatus) at $180,000. Three schools other than public had 4 rooms, 250 sittings, an enrolment of 200, and an average attendance of 165. In the public schools—which were classed as primary, grammar, and high—German was taught by a special teacher; drawing (through all the grades except the high) from tablets and blackboard copies, apparently by the ordinary teachers. The school course covered 4 years in primary, 4 in grammar, and 4 in high school studies. Promotions from grade to grade were made on a general average of 70 for a year in three leading studies, none to go up, however, whose general average in any study was less than 60.—(Return and manual.)

Sandusky estimated its public school property at $204,000, including in this estimate 10 buildings with their grounds, furniture, and apparatus. These buildings had 51 rooms, of which 10 were used for recitation only, and afforded sittings for 2,750 scholars, 2,000 of them for primary grades, 600 for grammar, and 150 for high. In private and church schools there were sittings for 750 more, making a total of 3,500 seats, about enough for the whole enrolment and rather more than enough for the whole average attendance, but still not providing for the whole school population. In the public schools, music and German were under the charge of special teachers.—(Return.)

Springfield erected 1 school building at a cost of $16,000 during 1879–'80, repaired and enlarged another, and purchased a third at a further cost of $9,422, and reported at the close of the school year 9 in all, with 2,951 sittings, 56 rooms for study and recitation, and 4 for recitation only, estimating all at $127,819. The enrolment, increased by 282 over that of the preceding year, somewhat exceeded this seating capacity of the schools, and reached 51.6 on the enumeration of school youth. The per cent. of average attendance on monthly enrolment reached 91.6. The general work in the schools is said to have been good, but "in a few, positively bad." Tardiness on the part of some was more frequent than in 1878–'79, and formed a serious hindrance to success, though the per cent. of pupils neither absent nor tardy was larger than for 2 years before. German, which is optional, was taught in only 2 of the 9 school buildings, beginning with the third primary grade and continuing throughout the course. Music, drawing, and writing were taught by special teachers.—(Report.)

Steubenville repaired and improved 2 of its 6 school-houses, in all which were 34 rooms and which were valued at $125,900. It classed its schools as primary, grammar, and high, giving 4 years to each of the 2 former and 3 to the high, making an 11 years' course for all. The per cent. of daily attendance on the number of pupils registered was 74; on monthly enrolment, 91; but there were 1,199 cases of tardiness in this attendance.—(City and State reports.)

Tiffin in 5 school buildings had 16 rooms for primary, 7 for grammar, and 2 for high

school grades, valued the buildings at $30,000, and assigned to the grades a course of 12 years. One of these years was, for the first time, given to a junior high school, meant for pupils that have been wont to drop away at the conclusion of the grammar course instead of taking a 4 years' high school course, and also for such as have sometimes been admitted to the full high school course without due preparation. The change met a real need: in the junior high school course and in the advanced course of 3 years instead of 4 beyond it there were 102 pupils, against a previous maximum of 70. Another change was the gradation of all pupils as to scholarship on the record of daily recitations as well as on their examination papers at the end of each 10 weeks—the intent of this being to encourage continuous carefulness in study rather than mere fitful effort. The first result was the relegation of about 30 crammers to lower grades, some others being put on probation; the next was the stimulation of the better class of those deposed to such extra studiousness as brought them up again, while for all the way was made clear to a more healthful and sure advance by well regulated study.—(Return and report.)

Toledo, reporting to the State superintendent 25 school-houses, with 111 rooms for school, exclusive of rooms used for recitation only, valued its school property at $570,000. It built 1 school-house within the year at a cost of $8,000; had in its high school 208 pupils, in lower grades 7,408. Per cent. of average daily attendance on monthly enrolment, 95 for high school, 91 for lower grades.—(State report.)

Youngstown had 7 school-houses, with 38 rooms, exclusive of those used for recitation only, and valued all at $190,000. The superintendent received as much as the superintendent in Toledo, which is three times as large. One result of such well paid superintendence, with the cheerful and hearty work it secured, was an advance of the average daily attendance in all grades below the high to 95 per cent. of the average monthly enrolment.—(State report.)

Zanesville, with 19 school-houses, seems to have purchased in the year a site for another one, and valued all at $171,000. In the grades below its high school were 2,971 pupils; in the high school, 173. Per cent. of average daily attendance on average monthly enrolment, 86; in the high school, 91.—(State report.)

TRAINING OF TEACHERS.

PUBLIC NORMAL SCHOOLS.

No public provision is made for the training of teachers except by the cities of Cincinnati, Cleveland, and Dayton, which have normal departments in connection with the public school system. That in Cincinnati, established in 1868, reports 80 students in 1880, all but 1 of them women; there was a course of 1 year for graduates of high schools and of 2 for others. In the Cleveland department 72 women attended the course, which was of 2 years. Dayton reports 14 women attending its course of 1 year. The school system of Columbus provides a Saturday normal class, which was attended in 1879-'80 by 110.

The State commissioner, remarking on the importance of provision by the State for normal training, suggests that the private normals now in operation be recognized by the State, brought up to a prescribed standard, and placed under a State board of managers, the diplomas of which should be valid as State certificates. The diplomas of city normal schools are valid only in the cities in which they are given.

PRIVATE NORMAL SCHOOLS.

Seven normal schools reported to the State superintendent in 1879-'80, having 60 regular instructors and 2,902 students, of whom 2,057 were men and 845 women. Five of the 7 reported 170 graduates for the year. Of the 9 private normal schools and departments reporting to this Office for the same year, 8 gave the number of students in strictly normal studies as 2,379, the 6 which reported the sex of pupils having 793 men and 376 women. All but 3 of these schools have been opened during the past decade and a majority of them during the latter half of it.

The Northwestern Ohio Normal School, Ada, besides a normal course of 2 years, provided literary, fine arts, and musical departments; Ashland College Normal School, Ashland, had a course of 4 years, embracing all the higher English branches; Geneva Normal School, Geneva, 2 normal courses of 3 and 4 years; the National Normal, Lebanon, besides its teachers' department and an annual summer institute of 8 weeks, had preparatory, collegiate, business, musical, art, and engineering courses; Mansfield Normal College, Mansfield, besides 2 normal courses, an elementary and an advanced, gave instruction in preparatory, business, musical, and scientific studies; Western Reserve Normal School, Milan, and Millersburg Normal School, Millersburg, had 3 years' courses; the Ohio Central Normal School, Worthington, had normal courses of 1, 2, and 3 years and an annual 6 weeks' normal institute, as well as a Kindergarten training school, presided over by Mrs. A. B. Ogden; and the Ohio Free Normal School, Yellow Springs, a department of Antioch College, provides a 2 years' course

of study and gives free tuition to such as pledge themselves to teach for at least a year after leaving school.

Besides those already mentioned, normal departments or teachers' courses exist in connection with Buchtel, Hiram, Mt. Union, Franklin, Muskingum, Rio Grande, Scio, and Geneva Colleges, also the Ohio University, the Ohio Wesleyan, the University of Cincinnati, and Baldwin and Wilberforce Universities.

For statistics of normal schools reporting, see Table III of the appendix, and a summary of it in the report of the Commissioner preceding.

TEACHERS' INSTITUTES.

The law permits the organization of a teachers' institute in any county, when not less than 30 practical teachers therein declare their intention to attend; but the State commissioner may hold an institute without such declaration in any county which has not had one for 2 years. Examination fees paid by teachers go to make up a fund for the support of institutes. Teachers of county schools are allowed to dismiss their schools for the purpose of attending institutes; city school teachers have this privilege only by permission of their boards of education. Associations of teachers of several adjacent counties are also authorized for the specific purpose of providing for the professional instruction of the teachers of the graded schools in such counties.

During 1879–'80 there were 87 county institutes held in 86 counties, having 10,972 members in attendance, taught by 423 instructors, who received $14,969, the average cost for each session being $172. The State commissioner thinks these institutes are useful in a high degree, but that it is possible for the good they do to be much increased, in some cases by securing more experienced instructors, in others, by a better attendance of the teachers in the county.

EDUCATIONAL JOURNALS.

These aids to the improvement of the teaching force of the State were in the earlier months of 1880 the same as in 1879, viz: the Ohio Educational Monthly, Salem, organ of the State Teachers' Association from 1860; Teachers' Guide, Mallet Creek, begun January, 1874; Educational Notes and Queries, Salem, begun January, 1875, and the Library and School, Columbus, begun February, 1879. All these were monthlies, and all went on into 1881, except the last, which seems to have expired at the close of its first volume, March, 1880.

One weekly, the Mutes' Chronicle, published at the State institution for deaf-mutes, Columbus, although not designed for teachers, contained considerable educational information useful to the class for whose benefit it is published. It was in its twelfth volume in 1880.

The National Normal, a monthly, published at Cincinnati from 1868, was at the close of its tenth number, October, 1874, absorbed by the Ohio Educational Monthly, and so, at the close of its fifth volume, December, 1875, was the National Teacher, which, though substantially the same with the Monthly, had been published under this other title from January, 1871.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Public high schools were taught during 1879–'80 in 567 rooms, 37 more than were used the previous year, having 698 teachers (489 men and 209 women), a decrease for the year of 8. There were 30,111 pupils enrolled and 21,028 in average daily attendance, an increase for the year of 425 enrolled and 654 in average attendance. The number studying Latin was 7,140; Greek, 448; and French, 418: an increase of 1,023 in Latin, of 95 in Greek, and of 73 in French.

OTHER SECONDARY SCHOOLS.

For statistics of private academic schools, preparatory schools, or preparatory departments of colleges, see Tables VI, VII, and IX, and for business colleges, Table IV of the appendix. For summaries of such statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Ohio State University*, organized in 1873, makes provision for 7 courses leading to degrees, besides a number of special or partial courses. Three of the 7 are general, extend over the 4 collegiate years, and lead to the degrees of B. A., PH. B., and B. S. The remaining 4, being scientific courses, will be described under the appropriate head. An unprecedented increase is reported in the number of students entering in 1879–'80, and they were better prepared than in any former year. Graduates of high

schools in the State that have efficient courses are from 1880 to be admitted to the freshman class without examination. The large increase in the number of students is ascribed to the impulse given to industrial education; and, as a further advance in this direction, the art department, under a thoroughly trained instructor, is to include designing, modelling, and engraving, with a view to preparation for all mechanical industries.

The School of Design of the University of Cincinnati, after 1880, is to have a thoroughly graded course in the various departments of art, the intention being that graduates shall be well qualified to pursue as a profession the branch of art they have chosen.

Of the 36 or more colleges and universities in this State 31 send reports for the year 1879–'80, of which all but 6 are open to both sexes alike. Their courses of instruction remained nearly the same as reported in 1878–'79. All but 1 had preparatory departments; all had classical courses of 4 years; and all but 5 general scientific courses, which in only two cases were less than four years in extent; 2 added courses in civil engineering; 9 had commercial or business courses; 15 normal or teachers' courses, either in collegiate or preparatory departments; 11 gave more or less theological or biblical instruction, and 2 had schools of medicine. Six offered electives in collegiate study, usually in the junior and senior years. Nearly all gave instruction in music, drawing, and painting, 2 having conservatories of music and 2 schools of design.

For statistics of the colleges reporting, see Table IX of the appendix, and a summary of it in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Besides the equal opportunities afforded young women in 28 of the colleges and universities above mentioned, there are a number of institutions exclusively for them, of which 5 confer collegiate degrees. For statistics, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Ohio State University*, Columbus, in 1879–'80, presented 4 distinct courses of scientific study, viz: In agriculture and related branches, and in civil, mechanical, and mining engineering. That in agriculture extended over the 4 collegiate years; the others covered only 3, but led to the degree of engineer. Within the year facilities for instruction were increased by the completion and equipment of an excellent mechanical laboratory and the enlargement of the scope of the art department so as to include such forms of industrial drawing, modelling, &c., as would make skilful artisans. In the mathematical department preparation was made for more effective work by ordering a superior equatorial telescope. Measures were also undertaken to increase the efficiency of the instruction in agriculture, and the second of a series of free lectures on this subject for the benefit of the farmers of the State was delivered in a 3 weeks' course, begun January 13, that embraced many practical topics. Military drill, which had been made optional in 1878, was again made compulsory for the freshman and sophomore years.—(Report for 1880 and Ohio Educational Monthly, February, 1880.)

General courses in science, most of them 4 years in length, are offered by 29 of the colleges reporting. The University of Cincinnati presents also a course in civil engineering.—(Year books.)

The facilities for scientific culture in this State are likely to be much increased by the establishment at Cleveland of the *Case School of Applied Sciences*, in accordance with the wish of Mr. Leonard Case of that city, who, though he died intestate, had made arrangements with his agent to devote to this purpose property worth $1,500,000. Mathematics, mechanics, engineering, mining, chemistry, &c., all with a view to their practical and useful applications, are to be taught in the new school. To give fuller completeness to the plan and to establish a fair basis for a university, the Western Reserve College, an institution of high character and standard, is to be removed to Cleveland and form the literary college of the Case School, taking the title of *Adelbert College*, in memory of a deceased son of Mr. Amasa Stone, of Cleveland, who gives $500,000 to enable it to remove and establish itself handsomely in its new quarters.

For statistics of the State University and of the scientific departments of colleges, see Tables IX and X of the appendix; for summaries of these statistics, corresponding tables in the report of the Commissioner preceding.

PROFESSIONAL.

Theological courses or some provision for biblical teaching appear in connection with 12 of the colleges and universities reporting, besides a number of institutions especially for theological instruction. Of the last, reports for 1879–'80 are received from 7, 2 of them being Roman Catholic schools, 2 Brethren, and 1 each Reformed, Lutheran, and Presbyterian. The courses of study in most of them were at least 3 years in extent,

only 1 (Heidelberg Theological Seminary, Tiffin) reporting a shorter one of 2½ years. The 2 Roman Catholic schools report courses of 5 and 10 years, respectively, but this is due to the fact that they include much besides purely professional study. An examination for admission is required in 4 of these schools of all applicants who are not college graduates; 1 reports having no such provision, and 2 are silent on this point. One, the Union Presbyterian Theological Seminary, Xenia, made provision for graduate study and had 1 student in such a course.

For statistics of theological schools reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

Legal instruction is given in the law school of Cincinnati College, where there is a course of 2 terms of 7 months each for the degree of B. L. No preliminary examination is required for admission. A graduate course is to be opened when a large enough class desiring such instruction can be formed.—(Catalogue and return.)

A law department is reported in connection with Wilberforce University, Xenia (for colored students), but there were no students in it in 1879–'80.

For statistics of the law school of the Cincinnati College, see Table XII of the appendix.

Ten *medical* schools report for 1879–'80, 5 of them in Cincinnati, 3 in Cleveland, and 2 in Columbus. 7 of them being "regular," 1 eclectic, and 2 homœopathic.

Four of the 7 regular schools are in Cincinnati, 2 in Cleveland, and 1 in Columbus. All have the old 3 years' course of medical study, including 2 courses of lectures, but in all save 1 the lecture terms embrace more than the minimum of 20 weeks required by the American Medical Association, while 1 (the medical department of Wooster University, Cleveland) has a course of 36 weeks. Four offer graded courses, and 1 (the Starling Medical College, Columbus) will require such a course of all candidates for the medical degree after 1882–'83. Only 1 (the Cleveland Medical College) insists on an examination for admission; but in 2 (the medical department of Wooster University and Columbus Medical College) students before graduation must pass an examination by a board of censors outside the faculty.

The Eclectic Institute at Cincinnati supplements its regular lecture session of 20 weeks by another in the same year of equal length; it also presents an optional graded course of 3 years. Women are admitted.

The homœopathic medical schools are the Pulte Medical College, Cincinnati, and the Homœopathic Hospital College, Cleveland. In the former, which admits both sexes, the lecture term comprises only 20 weeks; the latter has 22 weeks in its term, requires an examination in English studies for admission, and offers an optional graded course of 3 years, which is "urgently recommended," and which, it is said, is pursued by "quite a proportion" of the students.

The *College of Pharmacy*, Cincinnati, requires for graduation the usual 4 years of practice with a qualified pharmacist and attendance during this time on 2 lecture terms of 24 weeks each. Laboratory practice is optional.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Ohio Institution for the Education of the Deaf and Dumb*, Columbus, founded in 1827, has given instruction to 1,820 pupils since that date. In 1880 a total of 420 pupils, in charge of 25 instructors, 6 of them semimutes, is reported. As the institution is only arranged for 350 children, there was great overcrowding, and, with 60 applications on file, more room was imperatively needed. Articulation is taught, and the course of instruction in common school branches, 10 years in all, extends through 3 departments, primary, grammar, and academic. The shops were reported in a state of healthful activity, bookbinding, shoemaking, and printing going on as usual, while carpentry was added during the year.—(Report and return.)

The *Cincinnati Day School for Deaf-Mutes*, founded in 1875, has instructed 66 pupils since that date in the common school branches. The course occupies 4 years, and the school is under the control of the board of education. It had 48 pupils in 1879–'80. (Return and city report.)

The *Ohio Institution for the Education of the Blind*, Columbus, has admitted 1,043 pupils since its foundation in 1837, while the total number of pupils in 1880 was 180. The common and higher English branches, Latin, and music are taught; there is also Kindergarten instruction. Broom making, cane seating, piano tuning, beadwork, knitting, and sewing are the employments taught and practised.—(Report and return.)

EDUCATION OF THE FEEBLE-MINDED.

The Ohio Institution for the Education of Idiotic and Imbecile Youth, Columbus, established in 1857, reported 508 inmates in 1879 and 613 in 1880, with 566 in the institution in November, 1880. Such an overcrowding of the institution existed in 1879 that wings had to be added to accommodate those desiring admission, and in 1880 still more room was required. Children 6 to 15 are admitted and instructed in the common school branches and in the more practical matters of everyday life. (Report and return.)

INDUSTRIAL AND REFORMATORY TRAINING.

The *Girls' Industrial Home*, Delaware, established in 1869, reports 632 commitments since that date, and 249 inmates in 1880; of these, 61 were committed during that year. They are taught the common branches, housework, and dressmaking.

The *Protestant Industrial Association*, of Cincinnati, reported last in 1877; the *Industrial School and Home*, Cleveland, provided for 132 children in 1879; *St. Luke's Sewing School* and the *Warren Street Mission Sewing School*, both at Marietta, had respectively 38 and 54 girls under charge in 1879, and the *Toledo Industrial School*, 52 inmates in the same year.—(Returns.)

The *Cincinnati House of Refuge* was by a law of the last legislature opened to homeless children rather than to those charged with misdemeanor or crime, so that now the refuge is a compulsory educational institution. Since the opening, in 1850, there have been 4,355 inmates; there were 486 in 1880 and 249 at the close of the year. The children are in school 3 hours each day. The majority of the boys work at shoemaking, others at tailoring, printing, baking, carpentry, &c. The girls are taught domestic work and sewing.—(Report for 1880.)

The *House of Refuge and Correction*, Cleveland, dating from 1871, added a home for wayward girls in 1879. In December of that year 106 inmates of both sexes were reported.—(Report for 1879.)

The *State Reform School for Boys*, Lancaster, established in 1856, reports 11 schools, with an average enrolment of 50 to each school. After 4 or 5 hours' schooling each day, the boys go to the shops, bakery, out on the farm, or to learn telegraphy. Military drill is also reported. In November, 1880, there were 572 boys in this school.—(Report, 1880.)

The *House of Refuge and Correction*, Toledo, established in 1870, averaged 177 inmates for the year 1880, who were committed between the ages of 10 and 16. The ordinary branches, the science of government, farming, gardening, and manufacturing of brushes and stockings are taught.—(Return.)

HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

Information was received from 22 such institutions, representing an aggregate of 2,230 inmates, 593 of them in the Ohio Soldiers' and Sailors' Orphan Home at Xenia. Included in this number were the Franklin County Children's Home, Columbus, and the Knox Children's Home, Troy, which were first opened in 1880.—(Returns.)

For statistics of these and any other like institutions reporting, see Table XXII of the appendix, and a summary in the report of the Commissioner preceding.

EDUCATION IN ART.

Instruction in art in its various forms is given at Cincinnati in the School of Design of the University of Cincinnati, in connection with the Women's Art Museum Association, and at the School of Design of the Ohio Mechanics' Institute; at Columbus, in the Columbus Art School; and at Toledo, in the Toledo University of Arts and Trades. According to a newspaper report the School of Design at Cincinnati had 434 pupils, 243 of them women. They were distributed through the various departments as follows: In drawing, 256 men and 95 women; in sculpture, 13 men and 10 women; in woodwork, 138 women and 17 men. A private wood carving school was also reported at Cincinnati, which was said to be very successful; and the Pottery Club, consisting entirely of women, was largely attended. The Columbus Art School reported 250 members for the year ending June 19, 1880, and the Columbus Normal Art Institute, a summer school especially for the training of teachers, gave instruction in the different branches from the elements upwards. No information is at hand in regard to the school at Toledo. It is stated that the Art Museum in Cincinnati, to which Mr. Charles W. West offered $150,000 on condition that the citizens raise as much more, is assured of the receipt of his gift, as $163,532 have been so raised.—(Teachers' Institute, Educational Voice, The Watchman, Educational Weekly, Ohio Educational Monthly, and New-England Journal of Education.)

EDUCATION IN MUSIC.

The College of Music of Cincinnati reports an academic department and a general music school, the former for pupils desiring to become professionals and for amateurs who enter for graduation, the latter for general or special instruction for students entering for a number of terms. Elocution in all its branches is taught in the college, and lectures are given on hygiene of the throat, anatomy of the ear and larynx, the history of music, &c. Every opportunity for thorough and practical instruction in all departments of music seems to be furnished at this college, and this instruction is extended to a training school for the opera and concert stage.—(Circulars.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

For the purpose of meeting in close connection with the National Educational Association the State Teachers' Association met at Chautauqua Lake, New York, July 7–9, 1880, the first instance of a State association holding its annual session in a State not

even adjacent to its own. The attendance reached 700 to 800 persons; the papers were fully up to the average. In the superintendents' section the opening address on industrial education was delivered by Superintendent C. W. Bennett, of Piqua, acting president. He spoke of the need of industrial training, not in the public schools, but in special technical schools established for the purpose. Many of the industries might be made a part of home training, yet certain elementary principles underlying industrial training should be a part of the child's school education. The subject was ably discussed by different members. Hon. J. J. Burns took for his theme "On supervision depends the success of our schools," and showed that with money to pay for the right kind of teachers there would be less need of supervision, but that until such provision is made one and possibly two superintendents for each county seem to be required. In discussing "The teacher's tenure of office," Prof. C. W. Super argued that nothing would conduce more to the elevation of the school than to give teachers generally a firmer hold on their positions. In the general association, after the usual preliminaries, the inaugural, &c., a lengthy paper on "Culture and character" was read by Prof. Judson Smith, of Oberlin. This was followed by "The place and time for elementary science in our schools," in which Prof. John Mickleborough advocated a course of lessons in elementary science for the common schools from the lower grades upwards, and urged teachers to aid children to use their senses, to state their observations in well chosen language; in short, to teach children to think. The work of normal schools and institutes was then discussed. The last day's sessions were occupied by discussions on "Literature for school youth" and "The Quincy method not new." Dr. John B. Peaslee objected to so much arithmetic in the public schools, and urged the need of more study of English literature and composition. Dr. Peaslee and E. S. Cox, of West Virginia, held that children should not alone be taught to read, but should be guided as to what they read. Resolutions were passed regarding the establishment of a thorough system of professional instruction and training for teachers of Ohio; that a committee be appointed to present a plan for institute and normal work which may obtain recognition from local associations, boards of education, and the general assembly; that the legislature add to the studies required for a common school certificate for 24 months United States history and physics or elements of natural philosophy, and for a 36 months' certificate, these two branches, together with physiology; also, that the general assembly authorize the respective counties of the State to employ superintendents of schools with definite duties and fixed salaries.

The ungraded school section held a meeting; officers for that and the main section were chosen, and the meeting adjourned.—(Ohio Educational Monthly.)

OTHER TEACHERS' ASSOCIATIONS.

The several inter-county associations were held as follows: The Central Ohio, at Columbus; the Northwestern, at Sidney; the Tri-State, at Toledo; the Scioto Valley, at Chillicothe; the Eastern, at Zanesville; the Southeastern, at Parkersburg, W. Va.; the Southwestern, at Hamilton; and the Northeastern, holding bimonthly meetings, at Cleveland and elsewhere.—(State report.)

COLLEGE ASSOCIATION.

The twelfth annual session of the association of the colleges of Ohio, held at Marietta December 27–28, 1880, was attended by 22 college presidents and professors, representing 13 colleges. The association aims to promote uniformity of requirement in the courses of study leading to the various degrees conferred by the colleges which are members of it, and to raise the standard in those which are now conferring degrees on insufficient grounds. Especial interest was taken in the discussion of papers relating to courses of study and degrees. In respect to elective studies the general opinion seemed to be that while they may be introduced to some extent their use should be restricted.—(Journal of Education, January 20, 1881.)

OBITUARY RECORD.

MRS. ESTHER RAYMOND SHIPHERD.

Born at Ballston, N. Y., September 10, 1797, and dying at Cleveland, Ohio, December 5, 1879, the good work of Mrs. Shipherd deserves the notice here she failed to receive in the report preceding this. She came to Ohio in 1830 with her husband, Mr. John J. Shipherd, under the auspices of the Congregational Home Missionary Association, to aid in doing missionary and educational work. In 1832, at the suggestion of Mr. P. P. Stewart, another agent of the board then assisting Mr. Shipherd, an effort was entered on by these three to establish a college for the students whom they had in training. The plan for such a college was marked out on the liberal basis which has since been substantially maintained; the title, Oberlin Collegiate Institute, afterwards made simply Oberlin College, in honor of the great Alsatian pastor, Oberlin, was chosen. A tract of 6,000 unoccupied acres of land to furnish a site and an endowment for it was secured the same year from its owner in Connecticut; and during the winter of 1832–'33 a colony was formed at the east by Mr. Shipherd, pledged under

what was called the "Oberlin covenant," to form on this land a Christian community in the interests of religion and education. The first settler pitched his tent April 19, 1833, and the school that was to form the nucleus of the college opened the next autumn with 44 pupils from 9 different States. The next year advantage was taken of a trouble about antislavery agitation at Lane Seminary, Cincinnati, to secure for the new school two excellent professors and about twenty students, whom the opponents of such agitation had virtually driven from the seminary, and they, with the Rev. Charles G. Finney, a noted revivalist of New York, went to Oberlin in 1835. Thenceforth its future was assured, and after laboring a few years longer to further its financial interests Mr. and Mrs. Shipherd turned their steps, with a newly collected colony from Oberlin, towards the wilderness of Michigan to found a second college on essentially the same principles. Hence, following Oberlin, came Olivet; the former the alma mater of nearly 20,000 students and about 2,000 graduates up to 1880; the latter with upwards of 200 students at the date of Mrs. Shipherd's death. In all the work of establishing both these institutions she was his active coadjutor, rendering cheerful aid often at the expense of great self-sacrifice.—(From material furnished by Rev. Charles T. Collins, Cleveland, Ohio.)

DR. JAMES DASCOMB, M. D.

This thorough and conscientious teacher was born February 21, 1808, at Wilton, N. H., but moved to Oberlin in 1834, and connected himself as professor of chemistry with Oberlin College, then in its infancy. Educated at the common schools, with, perhaps, a term or two at an academy, he received his medical training at Dartmouth College, taking the degree of M. D. in 1833. An intensely earnest man and a thorough investigator in all matters pertaining to the laboratory and to his lectures, he conducted one class after another through the elements of the sciences for 44 years, while during the winters he lectured in the Ohio Agricultural College, in Hillsdale College, Michigan, and for 10 years held the chair of chemistry and toxicology in Charity Hospital Medical College, Cleveland. Lack of strength at last compelled him to relinquish this vacation work, and two years ago he closed his labors at Oberlin. He died in April, 1880.—(Cleveland Leader.)

PROF. WM. K. KEDZIE.

Professor Kedzie, who was the incumbent of the chair of chemistry and physiology at Oberlin at the time of his death, April 14, 1880, was born at Kalamazoo, Mich., July 5, 1851. A graduate of the Michigan State Agricultural College, he became assistant professor of chemistry at that institution when 19 years of age. In 1873 he received a call to the chair of chemistry and physics in the Kansas State Agricultural College, and in 1874 was elected chemist to the State board of agriculture. In 1875 he visited the principal laboratories of the continent and England, and on his return, by means of the ideas obtained in his travels, he made the laboratory of the Agricultural College one of the best equipped and most convenient for work in the West. From 1878 he was connected with Oberlin College, where, as elsewhere, his brilliant scholarly attainments and his manly traits of character were much admired. As a collector of birds and birds' eggs, as one of the originators of the Natural History Society of the Michigan Agricultural College, and as a writer on the geology of Kansas and on other scientific subjects, he was well known.—(Kansas City Review of Science and Industry.)

EDWARD D. MANSFIELD, LL. D.

This son of the distinguished mathematician and engineer, Col. Jared Mansfield, was born August 17, 1801; entered West Point, where his father was professor, in 1815, and graduated fourth in his class in 1819. Declining an appointment in the Army, he pursued a classical course at Princeton, graduating with honors in 1822; studied law at Litchfield, Conn., and was admitted to the bar in 1825. Removing to Ohio about that time, he practised law for a while and then became professor of constitutional law and history in the Cincinnati College in 1836, which position he held only for a short period, when he abandoned legal practice and became editor of the Cincinnati Chronicle. He filled this position 13 years, and was then for years a member of the staff of various newspapers in different sections of the country. He was commissioner of statistics for Ohio from 1857 to 1867, a member of the French Société de statistique universelle, author of treatises on American education, Political Grammar, the utility of mathematics, the legal rights of women, &c., and he printed numerous addresses on education, politics, and literature. He died in the latter part of October, 1880.—(Daily Evening Telegraph.)

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES J. BURNS, *State commissioner of common schools, Columbus.*[1]

[Term, January 14, 1878, to January 10, 1881.]

Other commissioners in the ten years were Hon. Wm. D. Henkle, 1869–1871; Hon. Thomas W. Harvey, 1871–1875; and Hon. Charles S. Smart, 1875–1878.

[1] Mr. Burns was succeeded in January, 1881, by Hon. D. F. De Wolf.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.
POPULATION AND ATTENDANCE.				
Youth of school age *a*	34,055	36,512	38,670	40,808
Enrolled in public schools	21,000	.....	.....	20,680
Average daily attendance	.....	15,000	15,329	15,166
Attending private or church schools	.....	.....	912	2,926
Number presumably not in school	.....	.....	.....	17,202
SCHOOL DISTRICTS AND SCHOOLS.				
Organized districts	636	659	642	680
Districts reporting	.....	.....	.....	.....
Number of graded schools	.....	.....	.....	.....
Average term of public schools in days	90	90	90	90
Number of private schools	.....	.....	.....	.....
Value of public school property	.....	.....	$322,440	$332,764
TEACHERS AND THEIR PAY.				
Men teaching	.....	.....	.....	.....
Women teaching	.....	.....	.....	.....
Whole number of teachers	.....	580	607	860
Teachers with first grade certificates	.....	.....	.....	.....
Teachers with second grade certificates	.....	.....	.....	.....
Average monthly pay of men	$50 00	$50 00	$47 54	$45 92
Average monthly pay of women	30 00	40 00	43 70	34 46
RECEIPTS AND EXPENDITURE.				
Whole receipts for public schools	$153,699	.....	$230,611	$204,760
Whole expenditure for public schools	70,098	.....	193,272	222,553
STATE SCHOOL FUND.				
Amount of available fund	$400,000	.....	$452,724	$504,216

a The age for admission to the public schools was apparently 4 to 20 till 1873, then

OF OREGON—1870-'71 TO 1879-'80.

1874-'75.	1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
44,587	48,473	50,379	53,462	56,464	59,615	I. 3,151	I. 25,560
24,854	27,426	26,091	26,992	32,718	37,533	I. 4,815	I. 16,533
18,005	15,565	14,387	21,464	20,840	27,435	I. 6,595	.....
.....	3,441	4,341	3,287	4,669	3,744	D. 925	.....
.....	17,606	19,947	23,183	19,077	18,338	D. 739	.....
755	795	750	904	978	1,007	I. 29	I. 371
.....	769	.....	865	905	960	I. 55	.....
.....	.....	.....	.....	36	45	I. 9	.....
82½	98	86⅔	93.6	88	89.6	I. 1.6	D. .4
.....	.....	.....	.....	144	142	D. 2	.....
$304,737	$442,540	$395,563	$483,058	$520,963	$567,863	I. $46,900	.....
496	619	720	539	652	635	D. 17	.....
457	407	502	460	568	679	I. 111	.....
953	1,026	1,222	999	1,220	1,314	I. 94	.....
.....	.....	.....	.....	697	679	D. 18	.....
.....	.....	.....	.....	523	635	I. 112	.....
$45 68	$49 20	$47 24	$45 25	$43 90	$44 19	I. $0 29	D. $5 81
33 64	34 73	34 87	34 33	33 80	33 38	D. 42	I. 3 38
$86,673	$269,822	$308,373	$258,786	$351,673	$339,080	D. $12,593	I. $185,381
.....	233,963	241,893	275,107	316,618	307,031	D. 9,587	I. 236,933
$564,000	.....	.....	.....	$562,830	.....	.....	.....

6 to 21; but school funds were ordered to be distributed on the basis of youth 4 to 20.

STATE SCHOOL SYSTEM.

OFFICERS.

The officials having general control of public school interests are a State superintendent of public instruction, elected by the legislature in 1872 and by the people every 4 years since 1874, and a State board of education, composed of the governor, secretary of state, and superintendent of public instruction since 1872.

Local school officers are county superintendents of common schools, elected by the people for 2 years, and district boards of 3 directors, elected by the qualified voters of districts for 3 years' terms, one going out each year.

OTHER FEATURES OF THE SYSTEM.

The schools are supported by the interest of an irreducible school fund, a county tax of 3 mills on the dollar on taxable property, and a district tax on real and personal property, when a majority of the legal voters decide to levy one. Women liable to taxation may vote on the question of this levy. The income from the school fund is apportioned to the several counties in proportion to the children 4 to 20 years old therein, but the legal age for attendance has been 6 to 21 since 1878. Districts are not entitled to their proportion of this fund unless they make report to the county superintendent by the first Monday of March in each year nor unless they shall have had a school taught for 60 days in each year. Schools supported by a tax on the district are free to all residents therein 6 to 21 years old. Teachers may not receive pay from the public funds for services unless they have certificates of qualification from their county superintendent or from the State board of education. The latter is authorized to issue life diplomas, State certificates, and other certificates of the same force as those issued by county superintendents. In districts containing 1,000 persons 4 to 20 years old a high school must be taught at least 6 months during the year.

GENERAL CONDITION.

The statistics show an increase since 1878–'79 of 3,151 (or 5¼ per cent.) in the school population, of 4,815 (or 15 per cent.) in public school enrolment, and of 6,595 (or 31 per cent.) in the average daily attendance. There was a corresponding reduction in the per capita cost of education in the public schools; based on school population, it was 40 cents less; on the number enrolled, $1.44 less; on average attendance, $3.94 less. The average term of school was more than a day longer; estimated value of public school property, $46,900 more, and average monthly pay of men teaching, 29 cents more. The average monthly pay of women decreased by 42 cents, the receipts for public schools by $12,593, the expenditure for them by $9,587, and the number of pupils in private schools by 925. The decrease in receipts is ascribed by the State superintendent mainly to hard times, occasioned by a partial failure of crops. He thinks, too, that a reported decrease of 18 in the number of first grade certificates held by teachers indicates that there was a more rigid examination of applicants rather than that fewer teachers were well qualified. The increase of 55 in districts reporting (only 29 new ones having been organized) shows that 26 old ones that sustained no schools in 1879, and therefore did not report, had established schools in 1880.

Superintendent Powell visited many of the graded schools during the year, and found most of them doing good work, while in some it was excellent. Other evidences noted by him of the efficiency of the public schools were, that teachers were taking more interest in the work and were availing themselves of such means of improvement as educational journals and books and attendance on teachers' institutes; also, that county superintendents were giving more attention to the work of supervision. The first essential in further improvement of the schools he considers to be better teachers. While many of them were found to be excellent, a majority were far below the proper standard in qualifications and many lacked experience. To secure better teachers, he suggests the establishment of schools for their professional training and payment of higher wages.—(State report, 1880.)

PROGRESS DURING TEN YEARS.

Since 1870–'71 the population of legal school age has increased by 25,560 and the total number enrolled in public schools by 16,533. The average monthly pay of women is $3.38 greater, the income for public schools $185,381 more, and the expenditure for them $236,933 more. The only item reported which shows material decrease is the average monthly pay of men engaged in teaching, which is $5.81 less than in 1870–'71.

CHANGES IN SCHOOL LAWS.

The following are the principal amendments that have been made to the school law since 1870: In 1872 it was provided that a State superintendent of public instruction should be elected by the people every 4 years, that office having been previously

filled by the governor; a State board of education was established; the county tax increased from 2 mills on the dollar to 3; provision was made for the establishment under certain circumstances of German schools, for an annual State teachers' association to be held at the capital, and for a teachers' institute in each judicial district. In 1876 arrangements were made for the instruction of the deaf and dumb and the blind. In 1878 the schools were made free to all residents 6 to 21 years of age; provision was made for the establishment of high schools in districts with 1,000 or more inhabitants; and women, residents of the district, being 21 years old and owning taxable property, were made eligible to vote in district school meetings. Previous to this the privilege was restricted to resident women who were widows with children to educate and who owned taxable property. An amendment passed in 1880 increased the number on boards of directors in cities of 10,000 inhabitants, and made other regulations for city schools, including provision for the union of districts.

CITY SCHOOL SYSTEMS.

OFFICERS.

An amendment to the school law adopted in 1880 increased the number of directors in cities of 10,000 and more inhabitants from 3 to 7, the mayor of the city to be chairman of the board, which is to employ a city superintendent. There is also to be a board of examiners for the examination of teachers, of which the city superintendent is to be a member and the county superintendent ex officio chairman.

STATISTICS OF PORTLAND SCHOOLS.

In 4 public school buildings 8 schools were taught during 1879–'80, of which 4 were primary, 3 grammar, and 1 high. There were enrolled in public schools 2,513, out of a school population of 4,302, or about 58 per cent., and it is estimated that about 500 attended private or parochial schools. The average number belonging in public schools was 1,859; the average daily attendance, 1,775, or 95.4 per cent. In the high school, taught by 2 men and 3 women, 140 pupils were enrolled (86 boys and 54 girls), the average number belonging being 123 and the average daily attendance 120. The teachers in all the public schools were 41 women and 4 men, including the superintendent and a teacher of drawing. The total expenditure on public schools during the year was $68,412. There were 57 cases of corporal punishment and 18 of suspension. During the year a school building was erected to replace one destroyed by fire in May, 1879. The new building cost $18,695, will accommodate 660 pupils, is handsomely finished in Oregon ash, well lighted, and thoroughly ventilated. The completion of this building gives 46 rooms for the public schools, of which all but 2 were at once occupied, and the rapid growth of the city was expected soon to fill these. Four years ago 27 rooms accommodated the whole school-going population, the average daily attendance being 1,186. The rooms in 1880 had increased nearly 59 per cent. and the pupils nearly 50 per cent. A correspondent notes a steady improvement in the school buildings in respect to methods of heating, lighting, and other points; the side lighting from large windows makes desks and blackboards plainly visible without injuriously taxing the eyesight.—(Return and report, 1880, with letter from Rev. G. H. Atkinson.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Ashland College and Normal School, Ashland, organized in 1878, has a 3 years' course of study for normal pupils, and had 48 in attendance in 1879–'80, of whom 22 were men and 26 women.—(Return.)

Oregon Normal School, which is a department of Christian College, Monmouth, organized in 1879, reported a 4 years' course of study in that year, but sends no report for 1880.

NORMAL COURSES OR DEPARTMENTS.

The University of Oregon had in 1879–'80 a 2 years' normal course in its collegiate department; Blue Mountain University, La Grande, had a course of normal lectures in its preparatory department; and Willamette University, Salem, gave in its academical department a 3 years' teachers' course to those not wishing to take a college course but desiring to fit themselves for teaching in the public schools.—(Catalogues.)

TEACHERS' INSTITUTES.

In pursuance of the law which makes it the duty of the State superintendent to hold institutes in the judicial districts, 15 were held by him during 1880, with 740 teachers in attendance, against 314 the previous year. The institutes were generally characterized by great earnestness on the part of teachers attending and by a lively interest on the part of the community. Superintendent Powell regards the institute

as an important factor in the educational system of Oregon, since it must, as far as possible, supply the place of a State normal school. The enactment of a law is therefore recommended authorizing county institutes of from 1 to 4 weeks, to be held under the supervision of the State board of education or of county superintendents and under the tuition of competent conductors, all the teachers being required to attend under penalty of having their certificates revoked.—(State biennial report, 1879, 1880.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

As already stated, the high school became by legal enactment a part of the public school system in 1878. In that year 22 such schools were reported, an increase of 5 on the number given in the previous biennial report. The number taught in 1880 is not given in the report for that year, but there were 45 graded schools, an increase of 9 over the number taught in 1879, with 7,824 pupils attending, against 6,967 in 1879.

The establishment of these schools will be greatly facilitated, according to an opinion expressed by an active educator of the State, by an amendment to the school laws adopted in 1880 providing for the union of school districts in all cities of 10,000 and more inhabitants. The Portland high school, having 140 pupils enrolled, is reported to be gaining in power and value. Special facilities are afforded by the large building recently erected for its use, mentioned elsewhere.

OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools reporting and preparatory departments of colleges, see Tables VI and IX of the appendix, and summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES AND UNIVERSITIES FOR BOTH SEXES.

Seven institutions for the superior instruction alike of young men and women report for 1879–'80. Three of these claim to be non-sectarian in management; 2 of the remaining 4 were under the influence of the Methodist Episcopal Church, and one each under that of the Christians and United Brethren. All report preparatory, classical, and scientific courses, the latter extending over the full 4 years' collegiate term, in all except one institution, the Pacific University. In this, as in Philomath College, ladies' courses of 3 years are arranged for those who prefer them, while Willamette University has established a new department, "the Woman's College;" this movement, it is said, being a modification but not a surrender of the principle of coeducation. The plan embraces training in social and æsthetic directions, decorative art and design, and music, in addition to the collegiate studies. A teachers' course of 3 years is provided in the University Academy. In 3 other colleges more or less provision is made for the training of teachers, either in their preparatory or collegiate departments; 1 reports a theological course, 1 a commercial, and 1 a college of medicine.

The *University of Oregon*, Eugene City, included in the above summary, was organized in 1876, and offers in its collegiate department classical, scientific, and normal courses. Its appropriation from the State for the year 1879–'80 was $2,500; income from tuition fees, $4,150. There are 113 free scholarships offered, 1 for each county and 1 for each member of the legislative assembly. In the collegiate department there were 114 students enrolled, of whom 40 were women; and 9 degrees of A. B. and B. S. were conferred in June, 1880, 6 on men and 3 on women. In the preparatory department, having an attendance of 69, the number of young men and women was about equal.—(Catalogue and returns.)

McMinnville College, McMinnville (Baptist), not included in the above summary, reports to the State superintendent 102 pupils in primary and academic studies, but none in collegiate.—(State report.)

For statistics of all the colleges reporting, see Table IX of the appendix, and for a summary of them, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Women enjoy equal privileges with men in all the collegiate institutions of this State, and only one institution for their exclusive instruction (St. Helen's Hall, Portland) has been established. For statistics of this seminary, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Besides the scientific courses belonging to the curricula of the collegiate institutions already mentioned, the only provision made in the State for scientific study is that afforded by the State Agricultural College, Corvallis, a department of Corvallis College, organized in 1872. The law provides for the free tuition of 60 young men over 16 years of age, who may be admitted into all the departments of Corvallis College. The course of study covers 4 to 6 years, embracing among other branches the general principles of agriculture, mineralogy, geology, and zoölogy.—(Catalogue and return.)

PROFESSIONAL.

For *theological* study no provision appears to be made, except in McMinnville College (Baptist), which presents in its catalogue for 1879 a course of study covering 1 to 5 years, for the benefit of students who wish to prepare for the ministry, but it does not appear whether any are engaged in the course or not.

Medical instruction is given in the medical department of Willamette University, Portland, first opened in 1867. The regular course of study required by the American Medical College Association (3 years under a medical practitioner and 2 full lecture courses of at least 20 weeks each) is the one provided here, and the requirements for graduation are such as are insisted on by that association. The annual term of lectures extends over the minimum 20 weeks. Candidates for admission, unless matriculates of the university or graduates of a college, academy, or high school, must pass an examination to test their acquaintance with the fundamental branches of an English education, their general intelligence, and their capacity to profit by professional instruction. Women are admitted to this, as to other departments of the university, on equal terms with men. There were 33 students attending during 1880 and 13 graduates who received the degree of M. D.—(Catalogue and return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Oregon School for Deaf-Mutes, Salem, founded in 1870, is still but partially organized, having no lands, buildings, library, or apparatus. It is under State control and received from the State an appropriation of $6,000 for the two years 1879 and 1880. There were 15 pupils under instruction during 1880, and since the beginning of the school 43 have been taught there. The studies comprise the common English branches only, and there is as yet "no settled system of employments."—(Return, 1880.)

EDUCATION OF THE BLIND.

The Oregon Institute for the Blind, Salem, was closed in 1879; no later information concerning it has reached this Office.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

As has been already mentioned, the law requires that a State teachers' institute be held by the superintendent at least once in each year, as well as an institute in each judicial district. The State institute or association was held in Salem, August 25, 1880, but no account of its proceedings has reached this Bureau.

CHIEF STATE SCHOOL OFFICER.

Hon. L. J. POWELL, *State superintendent of public instruction, Salem.*

[Term, September 1, 1878, to September 13, 1882.]

The first State superintendent, Hon. Sylvester C. Simpson, was chosen for a 2 years' term by the legislature in 1872, when the office of superintendent was detached from that of governor. Following superintendents were elected by the people for terms of 4 years. Dr. L. L. Rowland, the first in this new line, was so elected in 1874.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
ATTENDANCE.					
Enrolled in public schools *a*	834,614	834,313	834,020	850,774	890,073
Average attendance	567,188	536,221	511,418	543,026	551,848
Per cent. of average attendance on enrolment.	68	64	61	67	62
Pupils in private and church schools. *b*	19,394	27,824	22,408	26,332	26,507
Children in no schools (estimated).	.....	17,756	26,088	31,098	25,741
SCHOOLS AND DISTRICTS.					
Public school districts	2,023	2,029	2,050	2,071	2,089
Districts with libraries *b*	.....	54	60	52	62
Public schools reported	15,700	15,999	16,305	16,641	17,092
Graded public schools	4,634	4,998	5,307	5,586	5,625
Schools with uniform text books. *b*	11,536	10,599	11,206	12,154	12,530
Schools with Bible reading. *b*	11,716	10,856	11,418	12,129	12,690
Schools teaching drawing. *b*	.....	1,364	1,642	1,860	2,079
Schools teaching music *b*	.....	2,215	2,803	3,064	3,215
Schools teaching higher branches. *b*	.....	1,356	1,423	1,534	1,601
Separate schools for colored youth. *b*	.....	73	70	73	71
Average time of public schools in days.	140	141	147	148	151
Private ungraded schools *b*	346	414	258	324	313
Private academies and seminaries. *b*	161	202	160	193	295
Value of school property	$16,889,624	$18,689,624	$21,750,209	$22,569,668	$24,260,789
TEACHERS AND THEIR PAY.					
Male teachers in public schools.	7,720	7,753	7,944	8,807	8,585
Female teachers in same	10,301	10,615	11,145	11,240	11,295
Whole number of teachers	18,021	18,368	19,089	20,047	19,880
Average monthly pay of men.	$41 04	$41 71	$42 69	$42 95	$41 07
Average pay of women	32 86	34 60	34 92	35 87	34 09
Teachers in private and church schools.	720	1,721	833	948	812
SCHOOL FINANCES.					
Income for public schools	$7,694,357	$7,622,420	$8,248,149	$9,327,030	$8,798,816
Expenditure for same	8,479,918	8,233,073	8,235,120	8,737,930	9,254,656
Expenditure, including pay of superintendents.	8,580,918	8,345,073	8,345,836	8,847,940	9,363,927
Expenditure, including State orphan and State normal schools.	9,100,918	8,859,003	8,812,969	9,408,819	9,950,761

a No census of the youth entitled to free schooling is taken in Pennsylvania.

OF PENNSYLVANIA—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.		Increase or decrease since 1870-'71.	
902,345	907,412	936,780	935,740	937,310	I.	1,570	I.	102,696
578,718	575,597	603,825	587,672	601,627	I.	13,955	I.	34,439
78	74	64	63	77	I.	14	I.	9
27,565	26,240	33,709	24,066	27,552	I.	3,486	I.	8,158
34,197	37,979	40,695	36,414	38,470	I.	2,056	.....	
2,103	2,145	2,187	2,169	2,193	I	24	I.	170
108	69	323	96	166	I.	70	.....	
17,497	17,783	18,067	18,386	18,655	I.	269	I.	2,955
5,957	6,290	6,432	4,748	4,967	I.	219	I.	333
12,867	13,198	13,217	12,768	13,368	I.	600	I.	1,832
12,539	12,927	12,756	13,802	13,277	D.	525	I.	1,561
2,659	3,191	3,302	3,232	4,223	I.	991	.....	
3,605	4,099	3,760	4,225	4,230	I.	5	.....	
1,889	2,074	1,956	2,100	2,158	I.	58	.....	
73	68	65	69	68	D.	1	.....	
150	149	145	149	147	D.	2	I.	7
345	338	473	700	354	D.	346	I.	8
207	187	187	213	185	D.	28	I.	24
$26,265,926	$25,460,762	$24,839,821	$24,063,138	$25,467,097	I.	$1,403,959	I.	$8,577,473
8,953	9,096	9,319	9,605	9,732	I.	127	I.	2,012
11,239	11,556	11,572	11,618	11,643	I.	25	I.	1,342
20,192	20,652	20,891	21,223	21,375	I.	152	I.	3,354
$39 76	$37 38	$35 58	$33 62	$32 36	D.	$1 26	D.	$8 68
33 60	32 30	31 32	29 69	28 42	D.	1 27	D.	4 44
1,060	929	1,241	947	953	I.	6	I.	233
$9,595,547	$9,022,669	$8,180,000	$8,210,084	$8,046,116	D.	$163,968	I.	$351,759
9,063,929	8,483,379	8,087,977	7,635,787	7,369,682	D.	266,105	D.	1,110,236
9,163,929	8,583,379	8,187,977	7,747,787	7,482,578	D.	265,209	D.	1,098,340
9,624,459	8,964,036	8,710,725	.....	.....	.....		.....	

[b] Not including Philadelphia.

STATE SCHOOL SYSTEM.

OFFICERS.

There is in Pennsylvania no State board of education. The schools have been from 1834 under the general charge of an officer called, till 1857, superintendent of public schools; then, till 1873, superintendent of common schools, and since that year superintendent of public instruction. During the first period the secretary of state acted as superintendent. Since 1857 a separate officer has been appointed by the governor, with consent of senate, at first for a term of 3 years, but made 4 years by the constitution of 1873. He is allowed to devolve his duties upon one of his clerks, who acts as deputy superin endent when necessary, and for full security a second deputy superintendent has been for some years designated to act in case of need.

The schools of each county, except Philadelphia, are under the supervision of a county superintendent chosen every third year since 1854 by a convention of the subordinate county school officers, which officers are boards of 3 or 6 directors[1] for each school district, elected by the people of the districts for 3 years' terms, one-third to be changed or reëlected annually. The boards of cities and boroughs with more than 7,000 inhabitants since 1871 have been authorized to appoint superintendents for their schools; before that year only those with more than 10,000 inhabitants could do so; a still further reduction of the required number is said to be contemplated. City, borough, and county superintendents are all required to be of literary and scientific attainments and of skill and experience in the art of teaching. By the constitution of 1873 women are made eligible to any office of control or management under the school laws of the State.

OTHER FEATURES OF THE SYSTEM.

There is no permanent State school fund, but the constitution of 1873 directs that an appropriation of not less than $1,000,000 annually shall be made by the legislature for the maintenance of public schools; and this since 1874 has been regularly made, but not exceeded up to 1881. To meet the excess of the cost of public instruction over the $1,000,000 appropriated, there must be an annual district tax, which, under legal decisions, must be at least 13 mills on $1, and must equal in each county the county's share of the State appropriation. With the State and district funds united, the schools are to be kept open from 5 to 10 months each school year, and are to be free to all resident youth 6 to 21 years of age.[2] Those intending to teach in them must offer evidence of legal qualification before they can be engaged, and while engaged must file monthly, with their directors, reports of pupils attending, books used, and studies pursued. The directors (who prescribe the books and studies) must exercise a general supervision over the schools of their district, and, by one or more of their number, visit each school at least once a month, entering their observations on the books of the board. A system of State normal instruction prepares teachers for the public schools, and a system of district and county institutes continues this instruction in practical directions. Philadelphia and Pittsburgh, as independent city districts, have special normal school and institute systems of their own. Separate schools for colored children have been required to be established whenever such schools could be so placed as to accommodate 20 or more pupils; such schools to have ordinarily the same term as those for whites, but from July 4, 1881, all distinctions of race or color in the public school system are to end. A school for a remnant of an Indian tribe, maintained by the State at an annual cost of $300, is, however, for special reasons to be continued at least till 1885. Night schools and half-time schools are authorized, as well as schools for deaf-mutes, these last in any school district having 20,000 inhabitants and 8 or more deaf-mute children of proper age for attending school.

GENERAL CONDITION.

In many important things the schools of the State in 1880 stood in advance of those in 1879. The number open was greater by 269, 219 of this increase being graded; nearly 500 more had teachers trained in normal schools; 600 more had uniform text books; 991 more gave instruction in drawing; 5 more taught vocal music, and 58 more included some higher branches than the elements required by law in all.

The schools thus increased in number employed 152 more teachers, or about 1 for every 10 of the 1,570 additional pupils enrolled, while from the increased advantages and the improved quality of the teaching there were 13,955 more in average daily attendance. This advance was effected in spite of the fact that many districts failed to come up to the standard of the previous year in taxation for their schools, the receipts

[1] There are some old districts in which the board is of 2 members only, elected for 3 years; in certain cities, for 4 years.

[2] Youth 13 to 16 may not be employed in factory work without 3 months' preceding attendance at school within the year.

falling off $163,968, and the expenditure more than $266,000. As usual, the teachers had to pay the penalty of the reduction in receipts, their pay being cut down, on an average, nearly $1.27 a month.

RÉSUMÉ FOR TEN YEARS.

The record for the decade covered by the table given, while not as good proportionally as that for the last year of it, or for 1877–'78, is good in the main, showing an increase of 170 organized school districts (largely through growth of cities and fuller settlement of the mountainous sections of the State); of 2,955 State schools, 333 of them graded, 1,832 more of them with uniform text books, and 1,561 more opening with Bible reading, while some 3,000 more taught drawing and vocal music, and nearly 1,000 more some higher branches. In the same period the school buildings were so greatly multiplied and their quality so much improved that the estimated value of public school property went up $8,577,473. Then, more than 2,000 graduates of the State and city normal schools, with many besides that had studied in these schools without waiting to graduate, came in to improve the teaching force during the decade, almost the whole of that body, moreover, being brought under substantial normal training annually or oftener in the county and district institutes. The additional efficiency thus imparted to the teaching must have been very great. The increase in number of teachers (3,354) was fairly proportionate to the increase of enrolment (102,696), being about 1 teacher to every 30 new pupils on the rolls. The school term was lengthened, on an average, 7 days within the 10 years. Upon the whole, then, the quantity of instruction was increased and extended, its quality considerably improved, and it was given towards the close in better school-houses, with much ampler means of illustration and attraction. An increase of 34,439 in average attendance during the decade was one visible result of these increased advantages, and probably a higher standard of scholarship in the graduates from every graded school system in the State was also a result from them, although less easily made visible. Yet, with all the increase of enrolment and average attendance reached and with all the improvements in the teaching given, less money was spent on the State schools at the close than at the beginning of these ten years, the expenditure in 1880 being $1,110,236 under that of 1870–'71.

CHANGES OF SCHOOL LAW.

In 1871 changes of text books in a school or district, previously unrestricted, were required to be limited to once in 3 years. In 1872 the limits of the annual public school term were made 5 to 10 months, instead of the former 4 to 10. In 1873, by the new constitution of that year, school districts were forbidden to incur a debt for building beyond 7 per cent. of the valuation of taxable property within them, except cities already owing 7 per cent., which might raise this to 10, if so authorized by law, the people in each case to have a free vote on the question. The term of the superintendent of public instruction was made 4 years, instead of 3, and the State appropriation for public schools, which had been indeterminate, was required to be at least $1,000,000 annually. In 1874 property owned by any school authorities and in use for school purposes was exempted from taxation; provision was made for a partial biennial change in the school boards of cities with 12 or more wards, and all city school authorities were required to make arrangements for liquidation of bonds and funded debts. In 1875 modifications of the laws respecting the governing bodies of State normal schools were enacted with a view to improving their management. School homes for friendless children, not denominational nor sectarian, were in the same year allowed to become participants of county school funds on specified conditions, and were then to become instructors for the county of such children 4–16 years of age as should be committed to them. In 1878 the salaries of county superintendents were made $800 to $2,000 a year, with liberty of increase if the electing county school conventions should vote such increase from their school funds. In 1879 an early provisional election of county superintendents for each new county was directed to be made; in the same year high buildings used for school and other purposes in their upper stories were ordered to be provided with permanent, safe, external means of escape from such stories in case of fire, on penalty of $300 fine.

KINDERGÄRTEN.

Although the State authorities have not adopted Frōbel's methods of instruction for the public schools, these methods have, within the decade, found much favor with the people. From 2 schools in 1873, the number reached 22 in 1878 and 35 in 1880, with fair prospects of continuous increase. For those reporting in the year last mentioned, see Table V of the appendix, and for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

Cities and boroughs with 7,500 or more inhabitants had, with few exceptions, in 1880, as previously, boards of school controllers composed of 1, 2, or 3 directors chosen by the people in each ward or district. The chief exceptions were Philadelphia and Pittsburgh, where were central boards termed "boards of education," not including the ward boards; in the former case chosen by the judges of two city courts, in the latter by the subboards. In all the boards there is a partial annual change of membership. The ward boards generally choose the teachers; the central or composite ones direct the course of study, select text books, and, except in Danville, Philadelphia, and Wilkes-Barre, appoint superintendents for their schools.—(School laws, 1879, and State report, 1880.)

STATISTICS. *a*

Cities and boroughs.	Population, census of 1880.	Public schools *b*	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Allegheny	78,681	200	9,803	8,278	204	$252,827
Allentown	18,063	53	3,429	2,410	55	53,549
Altoona	10,716	46	2,809	2,172	47	32,481
Carbondale	7,714	22	1,869	1,087	24	8,608
Chester	14,996	47	2,475	1,702	47	41,508
Columbia	8,312	22	1,478	1,056	23	11,783
Danville	7,845	26	1,692	1,048	27	10,089
Easton	11,924	44	2,267	1,763	51	32,588
Erie	27,730	95	4,244	2,910	95	70,777
Harrisburg	30,762	90	5,259	3,661	107	80,014
Lancaster	25,769	65	3,473	2,665	65	39,736
Lebanon	8,778	30	1,466	1,122	30	15,863
Meadville	8,860	32	1,746	1,366	32	23,500
Newcastle	8,418	25	1,587	1,175	29	12,772
Norristown	13,064	43	2,276	1,511	43	48,734
Philadelphia	846,984	2,070	167,061	92,381	2,075	1,641,540
Pittsburgh	156,381	463	24,325	16,297	463	315,184
Pottsville	13,253	47	2,891	1,878	48	51,436
Reading	43,280	142	6,474	5,277	142	90,454
Scranton	43,800	80	7,553	5,519	160	84,889
Shamokin	8,184	21	1,643	950	24	13,204
Shenandoah	10,148	31	2,413	1,492	33	32,268
Titusville	9,054	28	1,835	1,180	34	25,782
Wilkes-Barre	23,339	32	1,738	1,242	32	29,268
Williamsport	18,968	61	3,376	2,216	61	34,409
York	14,000	47	2,435	1,762	47	34,465

a The figures here, except for population, are taken from the State report for 1880.

b The schools (which here come in place of youth of school age, not given in Pennsylvania) are believed to be in all cases exclusive of evening schools, of which Philadelphia had 220, Pittsburg, apparently, 32.

ADDITIONAL PARTICULARS.

Allegheny reported 21 school buildings, 17 of which were brick or stone first class houses, well supplied with suitable furniture and apparatus. There were 185 well classified schools, including 1 for colored children, in all which books were uniform, the Bible read, and music taught, while in 50 drawing was taught, and in 8 the higher branches. Of the 202 teachers employed, 187 were females. The per cent. of average attendance on enrolment was 88; on population, 18. School property valuation, $927,855; estimated enrolment in private and parochial schools, 3,500.—(State report and city return.)

Allentown classed its schools as primary, advanced primary, secondary, grammar, and high; had 8 brick or stone buildings, with 3,200 sittings, on well improved grounds, with suitable furniture and apparatus, holding in them 53 graded and well classified schools, in 8 of which the higher branches were taught. The per cent. of average attendance on enrolment was 90; on population, 24. School property valuation, $415,000; estimated enrolment in private and parochial schools, 500.—(State report and city return.)

Altoona had 8 frame and 6 brick or stone school buildings, 1 built during the year and 5 reported as first class, affording in all 2,675 sittings. In all the schools books were uniform and drawing was taught, and in 4 the Bible was read. The per cent. of average attendance on enrolment was 84; on population, 27. Schools were classed as primary, grammar, and high, and were in session 188 days. School property valuation, $101,620; estimated enrolment in private and parochial schools, 900.—(State report and city return.)

Carbondale had 8 frame school buildings, in 4 of which there was suitable furniture, while in the other 4 it was unsatisfactory. In these buildings there were 20 graded rooms or schools and 10 well classified, affording 1,350 sittings. Text books were uniform throughout, while in none of the schools was the Bible read or either music or drawing taught. The per cent. of average attendance on enrolment was 84; on population, 19. Schools were in session 196 days. School property valuation, $25,000. In private and parochial schools there were enrolled 200, held in 2 rooms with 200 sittings.—(State report and city return.)

Chester valued its school property at $100,000; had 8 first class brick or stone school buildings on grounds of sufficient size and suitably improved; 7 were well supplied with furniture and apparatus. In these buildings were held 47 graded and well classified schools; in all, books were uniform, the Bible was read, and drawing and higher branches were taught. The per cent. of average attendance on enrolment was 92. Night schools were held in 6 rooms, while private and parochial schools occupied 6 houses, with an estimated enrolment of 350.—(State report and city return.)

Columbia reported 23 graded schools, taught in 3 first class brick or stone buildings, surrounded by suitably improved grounds, and in all the text books were uniform, the Bible was read, and drawing, music, and higher branches were taught, while 3 houses were supplied with apparatus, 2 with suitable furniture, and 1 with a library. The per cent. of average attendance on enrolment was 93; 200 children attended no school. School property was valued at $26,100. There was an enrolment of 50 in 1 ungraded private school.—(State report and city return.)

Danville reported 7 school buildings, with 27 rooms for study, 1 of which had been used for a night school; employed 27 teachers, 23 of whom were females; had a per cent. of average attendance on enrolment of 77; had school property valued at $60,000, and private ungraded schools taught in 2 rooms, with an enrolment of 75.—(State report and city return.)

Easton reported 7 stone or brick school buildings and 2 frame, all well furnished and 4 ranked as first class. Of these 6 had grounds of sufficient size and 4 grounds suitably improved. There were 45 graded and well classified schools; in all a uniform series of text books and Bible reading; in 14 drawing was taught, and in 2 instruction was given in higher branches. The per cent. of average attendance on enrolment was 87; on population, 20. School property was valued at $182,380.—(State report.)

The school system of *Erie* had the usual course of graded schools in cities, with German in every grade as an optional study, which, under special teachers, was taken by nearly 60 per cent. of the pupils. The high school, with its 3 courses, fits for the most exacting college. There was also a special school for deaf-mutes, in which the articulation method was used. There were 95 well classified schools in which text books were uniform, in 18 the Bible was read, music and drawing taught, and in 4 the higher branches; the schools occupied 14 first class stone or brick houses and 5 frame ones, all supplied with suitable furniture, and 18 with apparatus. Of the 95 teachers employed, 86 were females, 50 had taught more than five years, and 90 intended to teach as a permanent business. The per cent. of average attendance on enrolment was 93; income, $67,152; value of school property, $293,200; enrolment in private and parochial schools, 1,500.—(State report, letter, and city return.)

Harrisburg reported 2 high schools, 9 grammar, 12 intermediate, 22 secondary, and 2 ungraded German schools, 8 of which were for colored pupils, 1 in the grammar, 1 in the intermediate, 2 in the secondary, and 4 in the primary grades. Of the 107 teachers employed, 79 were females, while 65 had taught more than 5 years. Within the last few years large additions to the school rooms have been made, and during the last year a new building with rooms for 12 schools was completed, which, with other recent improvements, largely increased the average attendance and the efficiency of school work. There were 90 graded and well classified schools, in all which there was a uniform series of text books, the Bible was read, and music was taught, while drawing and the higher branches were taught in 75. There were 17 stone or brick school buildings and 6 frame ones, all well furnished. The per cent. of average attendance on enrolment was 81; income, $83,065; value of school property, $413,195; enrolment in private and parochial schools, 425.—(State report, letter, and city return.)

Lancaster had 65 schools open, an average session of 220 days, with 67 teachers, 58 of them women, paid an average of $35.38 a month, men being paid $72.78. Per cent. of average attendance on enrolment, 86; on population, 17. Income for public schools, $46,213; value of school property, $143,750.—(State report.)

Lebanon had 8 brick or stone buildings, with 30 rooms for study, all well supplied with furniture valued at $75,250. There were 30 graded and well classified schools, in which text books were uniform and the Bible was read; in 10 music was taught and in 2 the higher branches. There were 10 male and 20 female teachers; 12 had taught more than 5 years, while 27 intended to make teaching a permanent business. The per cent. of average attendance on enrolment was 91; on population, 22. There

were 3 private ungraded schools, with 6 teachers and 300 pupils.—(State report and city return.)

Meadville, in 3 brick or stone school-houses and 1 frame building, had 32 graded and well classified schools, including 1 for colored children. The higher branches were taught in 4 schools, while in all drawing was taught, the Bible was read, and text books were uniform. Of the 32 teachers, all women, 30 had taught more than 5 years, while all intended to make teaching a permanent business. Per cent. of average attendance on enrolment, 95; school property valuation, $20,614. There were 6 private ungraded schools, with 6 teachers and 250 pupils.—(State report.)

New Castle reported 2 private ungraded schools, with 3 teachers and 60 pupils, an increase of 1 school, 1 teacher, and 25 pupils over the previous year. There were 25 graded and well classified rooms, 2 used for high school studies, while in all the Bible was read and text books were uniform. There were 4 brick or stone buildings and 1 frame, all well furnished, valued with their sites at $45,000. Per cent. of average attendance on enrolment, 92; on population, 25.—(State report.)

Norristown, by the completion during the year of a first class three story high school building, had fully supplied the wants of the borough for school room, making 6 brick or stone buildings, well supplied with furniture and apparatus, with 2,260 sittings, and affording rooms for 23 graded and well classified schools. In all these there was a uniform series of text books, the Bible was read, and music and drawing were taught. The only change in the course of study from previous year was in giving more attention to recitations, declamation, and select readings. Of the 43 teachers employed, 39 were females, 36 had taught more than 5 years, and 35 were teaching as a permanent business. The monthly institutes were doing a good work, increasing in the teachers a professional interest in their work and an ambition to keep pace with the spirit of the age. There was an increase of 73 in enrolment and of 53 in average attendance over the previous year. Monthly reports to parents were doing much to check the evil of truancy. School property was valued at $125,000.

Philadelphia reported progress in the grading of its schools, advancing the standard of scholarship for the higher grades and of qualification of teachers and improving its school buildings. Of these last there were 471—5 built during the year and 3 nearly completed, at a cost of $122,742—the entire school property being valued at $6,033,303. These houses afforded rooms for 2,078 day schools, classed as primary, secondary, grammar, boys' high, and girls' normal high and training school combined. There were also numerous consolidated schools embodying several grades and having an average attendance of 5,794. Then in 220 night schools for children, taught by 25 male and 195 female teachers at the same average pay of $7.50 a week, the enrolment reached 8,617. In addition to these there was an advanced night school for artisans prosecuting any of the numerous industries of the city, where special instruction was given in arithmetic, geometry, mensuration, penmanship, mechanical drawing, and natural philosophy, with an average attendance during 30 nights of 161. A number of the men were present every evening and others were absent only one or two nights during the session. None under 18 were admitted to this school, and it is said that there are no scholars who better repay their instruction than those who attend it. In the schools at large a new step was taken regarding the industrial art training adopted as a part of the revised school course in 1878. It consisted in subjecting teachers of all grades to the special instruction of an expert from Boston in the elements of drawing, designing, and decoration. This instruction given throughout 1879–'80 was to be continued in 1880–'81, and thereafter it is proposed that no certificate of competency to teach be given to any one who cannot present evidence of ability to instruct in drawing in the grade or grades for which such certificate is to be allowed. Additional to this effort to improve the drawing, there was instruction in sewing in 39 schools, and the reports of the committees on that subject as to its beneficial results made so favorable an impression as to make the continuance of this teaching probable. The city employed in its day schools 2,075 teachers, of whom 1,998 were women. In enrolment there was a decrease of 1,801, but in average attendance an increase of 627. The per cent. of average attendance on enrolment was 55, on school population 21, at this point falling 4 per cent. below that of the previous year. The population of the city increases annually at the rate of 25,000, and owing to the want of school accommodations during the year there were 8,000 children of school age in no school or in rented rooms so bad as to be little better than no school. The central boys' school had so much increased in number and importance that additional rooms were needed, while the girls' normal school called for a new building for the accommodation of its practice classes. This school began in January, 1880, with 975 pupils; in September there were 1,013, and 776 of these remained December 31, while during the year 108 received certificates and 131 were appointed teachers. Under the revised course of studies extending to all the grades, pupils whose acquirements were sufficient passed at any time from one grade to another in any of the departments without being obliged to wait for the slower ones to come up. Colored schools are mentioned in connection with night schools, but in regard to them and pri-

vate schools no statistics were given. The amount of tax levied for school and building purposes was $1,469,808; total income, $1,641,540.—(State and city reports and return.)

Pittsburgh reported 43 brick or stone and 12 frame school buildings, accommodating 468 well classified schools, with uniform series of text books throughout; in 467 schools the Bible was read and drawing and music were taught, and in 20 instruction was given in the higher grade of studies. Of the 467 teachers employed, 416 were women, at an average monthly salary of $48.50; pay of men, $121. There was an increase of 1,128 in enrolment and of 410 in average attendance; per cent. of average daily attendance on enrolment, 84; on population, 28. The school income was $341,000, being $215,267 less than the previous year; value of school property, including furniture, $2,000,000. The schools made healthy progress under some changes in methods of teaching, the main idea being to teach the children to understand principles instead of memorizing facts. Written recitations by the topical method were found to be a valuable aid in teaching spelling, penmanship, composition, and grammar, extending the exercise to letter writing and business forms. Examination by questions and answers was abandoned and the topical method adopted; in addition to these changes, teachers had entered upon the work of teaching not only *how* but *what* to read—one of the most important changes made. For the high school the year had been one of extraordinary success, there having been an average monthly enrolment of 484 and an average daily attendance of 445 in the academic, normal, commercial, and industrial departments. The study of literature, under the title of "authors' day," recently added to the course in all the schools, gave promise of the most satisfactory results, each alternate Friday afternoon being devoted to the reading and study of the writings of some standard author designated in a circular from the superintendent. Evening schools were taught 65 nights, with an average attendance of 470, at a cost for salaries of $2,022. Their discontinuance was advised, as they were accomplishing little, while the evening mechanical schools were doing a good work. It was recommended that provision be made for the establishment of 5 of these schools, with a term of 6 months each year. In accordance with law, the teachers' institute held its annual session in this city under the direction of the city superintendent. The law provides that the funds necessary for its support be drawn from the treasury of the county.—(State report.)

Pottsville in 1879–'80 built a two story school-house at a cost of $5,155, with four spacious rooms, each having its own separate entrance and opening on a level with the ground. This gives the city 11 well furnished school buildings, 9 of them of brick or stone and 2 of frame. There were 47 well graded and classified schools, in all of which text books were uniform, the Bible was read, and drawing was taught, while in 10 music was taught, and in 1 the higher branches. Of the 48 teachers 41 were women. A change which relieved the superintendent from teaching in the high school gave great satisfaction, while another experiment was made in doing away with the district institutes for one year. At the end of the year all were convinced that it was a mistake, and they were resumed. School income, $55,414; value of school property, $186,000. In 3 private schools there were 200 pupils.—(State report.)

Reading, under a new superintendent, in 1879–'80 erected 3 school-houses, divided a number of rooms in each of which heretofore 2 schools had been taught, and abandoned 2 houses as no longer fit for use. The city now has 24 brick or stone school buildings, well supplied with suitable furniture, affording rooms for 142 well graded and classified schools, in all which text books were uniform and the Bible was read; in 8 drawing and the higher branches were taught. By increasing the number of rooms a reduction in the number of pupils under one teacher was effected, the result of which was gratifying progress in all the grades, especially the primary. In the lowest grades writing on paper took the place of printing on slates. In the high school, mechanical drawing, book-keeping, and study of the United States Constitution were introduced. The per cent. of average attendance on the enrolment was increased from 80 to 87 over previous year. There were 2 private schools and 6 academies, with 12 teachers and 542 pupils.—(State report.)

Scranton in 1879–'80 built 1 frame and 2 brick school-houses, at a cost of $12,050, making in all 29 structures, 17 brick or stone and 12 frame, affording in all 8,000 sittings. These buildings were well supplied with furniture and apparatus and gave ample room for 82 well graded and classified schools, all having a uniform series of text books and special instruction in drawing; in 60 the Bible was read, in 4 music was taught, and in 7 instruction was given in the higher branches. There were 15 evening schools, with an enrolment of 1,328 and an average attendance of 939. Under a new grading, the schools were classed as high, preparatory, grammar, intermediate, and primary. Special instruction was given in elocution in the third grammar, preparatory, and high schools, and also to the teachers at their semimonthly institutes. Instead of continuing to hold these institutes separately in each of the 4 districts, one district comprising all the teachers was organized, and both institute and school work have been carried on with a harmony and efficiency hitherto unknown. In 12 private schools and 3 academies, taught by 30 teachers, there was an estimated enrolment of from 800 to 1,500. Per cent. of average attendance on enrol-

ment, 88; school income, $118,031; value of school property, $300,000.—(State report and city return.)

Shamokin in 1879–'80 reported general improvement in its public schools beyond any previous year, chiefly due to an improved system of grading and uniformity of text books. During the year there was built one brick structure, making in all 5 brick or stone school buildings. In these there were 21 graded and classified schools, with a uniform series of text books, daily Bible reading, and special instruction in drawing and music; in 1 school the higher branches were taught. During parts of the year 1 night school was held, attended by 20 young men who work through the day. The teachers' institute was well attended by both teachers and citizens. There were 10 male and 14 female teachers employed at an average monthly pay for men of $39; for women, $31.07. There were 2 private ungraded schools taught by 7 women teachers, with from 300 to 350 pupils. School income, $13,230; value of school property, $40,000.—(State report and city return.)

Shenandoah reported, for 1879–'80, unusual progress in the presence of great difficulties. The schools had awakened an interest among all the good citizens. There were 25 well classified schools, with uniform text books throughout, while in 24 instruction was given in drawing and in 1 in the higher branches. There were 5 school-houses with suitable furniture, one of which, a frame two story building, was erected during the year for the high school at a cost, exclusive of ground, of $9,500. In this the high school had reached a creditable position, having graduated and given diplomas to its second class. In enrolment there was an increase of 509 and in average attendance of 330 over previous year, while the per cent. of average daily attendance on enrolment was 84. Much importance was attached to the night schools, as a majority of the boys over 8 years of age were compelled to work during the day. There were taught during some parts of the year 4 of these schools, with an enrolment of 430 boys. School income, $32,279; value of school property, $61,500.—(State report and city return.)

Titusville estimated its 3 frame and 2 brick or stone school buildings as worth, exclusive of grounds and furnishings, $80,000. In the 28 well classified schools instruction was given in drawing and music and text books were uniform; in 1 the higher branches were taught. There was an increase of 345 in enrolment; per cent. of average attendance on enrolment, 87; on population, 21. No private or evening schools reported; school income, $30,006.—(State report.)

Wilkes-Barre reported 32 schools in 1879–'80, being a gain of 2, and an increase of 61 in enrolment, while in attendance there was a decrease of 64. Percentage of average attendance on enrolment, 93; on population, 17. The 32 schools were in session 220 days. Of the 32 teachers employed, 25 were women, whose average monthly salary was $46.96; pay of men, $77.35. Estimated value of school property, $59,000; total receipts for school purposes, $29,957.—(State report.)

Williamsport completed a new three story brick building, the third floor affording the high school a well furnished room with seats for 150 and 3 large recitation rooms. Although for 10 years suffering for want of suitable rooms, this school had nevertheless graduated 71, more than one-third of whom had been employed as teachers in the city schools, while during the last 2 years it had an attendance of 130. With the completion of this building the city had supplied its population with school room, having 12 houses with 3,490 sittings, supplying 61 well classified schools. Value of school property, $140,000, free of debt; per cent. of attendance on enrolment, 89. Six private schools and 1 academy enrolled 690 pupils.—(State report and return.)

York records with pride the progress of its school system in the last decade. Ten years ago its school buildings were poor, schools ungraded, no course of study adopted, no high school in existence, and no superintendency established. In 1879–'80, 4 new structures had supplanted 4 old ones, giving to the city 9 brick or stone buildings, with ample and well furnished rooms for its 41 schools, classified as high, 2 grammar grades, secondary, and 3 primary grades. In all these special instruction was given in music and drawing, the Bible was read, and text books were uniform. In all the grades there was an increase of 127 in enrolment; per cent. of average daily attendance on enrolment, 88; on population, 21. With a liberal course of study gradually revised to meet the wants of the schools, the advance of the last two years was unprecedented. Special efforts to prevent truancy had reformed 40 truants and secured the regular attendance of 86 who had attended less than half the days in any previous year. The usefulness of the semimonthly institutes, which all the teachers are required to attend, was steadily increasing. There was 1 colored school, with 66 pupils; 3 night schools; and 5 private schools and 2 academies, with an enrolment of from 200 to 250. School income, $34,486; value of school property, $125,000.—(State report and city return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The 10 State normal schools reported for 1879–'80 an attendance of 2,900 in normal studies (1,734 of them men) and 262 graduates from the elementary course of study.

of whom 145 were men. The scientific course had only 1 graduate. State aid was given to 1,978 students, 258 also receiving aid as graduates, of whom 115 were women. This assistance is given students who agree to teach in the common schools, the amount in ordinary cases being 50 cents a week. Students who upon graduating will sign an agreement to teach in the State schools 2 full school years receive $50. Nearly all the graduates, as well as many who do not complete the course of study, enter the schools as teachers. In the 7 schools which report on this point for 1879–'80, out of 196 graduates, 186 immediately engaged in teaching. The principal of the West Chester school says the demand for experienced graduates is always greater than the supply and is increasing from year to year as the merits of trained teachers become better known.

Uniform courses of study are arranged for all the State schools, the law providing that meetings of the principals shall be held in Harrisburg from time to time to decide on such modifications as may be considered necessary. At the last one, held January 27, 1880, some additions were made in the elementary course to the study of English literature and classics, and the outlines of mental philosophy were introduced, the scientific course remaining substantially as arranged at the revision made in 1878.

Five of these schools have been established since 1870; of the remaining 5, the first was recognized by the State in 1859, and the other 4 within the succeeding 10 years. Since their organization 43,156 pupils have attended the 10 schools and 2,026 have been graduated from them (1,125 men and 901 women), of whom 1,952 pursued the elementary course, 71 the scientific, and 3 the classical.

OTHER NORMAL TRAINING.

The Philadelphia Normal School for Girls, organized in 1848, had 1,015 pupils in 1879–'80 and graduated 201, of whom 135 engaged in teaching. The course of study covers 4 years. Its students are the cream of the city schools, who here enjoy large advantages for thorough and effective training.

Three county normal schools or institutes, 2 in Lycoming County and 1 in Snyder, report 142 students attending. A letter from Deputy State Superintendent Houck says there are probably 15 or 20 of these county schools in the State, but that they are not required to report to the school department; that in nearly all cases they are made up of young teachers or those preparing to teach, numbering from 20 to 75; are conducted by the county superintendent, and remain in session from 4 weeks to 2 months. The State superintendent has decided that county superintendents can have no pecuniary interest in these classes, and in some counties school directors have demanded that they shall have nothing to do with them, it having been charged that in some cases superintendents were partial to their own students in the examinations.

Three private normal schools reporting are Pine Grove Normal Academy, Pine Grove; Sheakleyville Normal Academy, Sheakleyville; and the Institute for Colored Youth, Philadelphia, with a total attendance of 400 pupils, 230 men and 170 women. Only one of these was organized during the past decade, the academy at Sheakleyville in 1878, which has no course marked out yet. The institute at Philadelphia has a 5 years' course; the academy at Pine Grove, one of 4 years.

There are 2 Kindergarten training schools in Philadelphia, one organized in 1878, the other in 1876; the latter reported 15 students for 1879–'80 and 13 graduates from its 1 year's course.

TEACHERS' INSTITUTES.

Each county superintendent is required by law to hold an annual institute in his county of at least 5 days' duration. District institutes, to be held on 2 Saturdays of each month, are authorized, each city being considered a district. These are optional with boards of directors, but when held the 2 days are to be counted in to make the teacher's month. The cities of Philadelphia, Pittsburgh, and Altoona have special laws on the subject of institutes, and in 12 counties teachers are allowed by special laws the time spent in them without reduction of salary.

Besides 60 district institutes held in 14 cities and boroughs, county institutes were held in the 69 counties of the State, with sessions of from 4 to 15 days, the whole number of days being 347, an average of about 5 for each institute. There were 16,847 actual members present, of whom 13,398 were employed in the common schools of the counties in which they were held. The average attendance was 12,573; lecturers and instructors, 450; amount expended, $22,222, of which $10,835 were received from county treasuries, the remainder from members and other sources.

EDUCATIONAL JOURNALS.

The Pennsylvania School Journal, the recognized organ of the department of education, was in its twenty-eighth volume in 1879–'80, giving in its monthly issues a large amount of valuable instruction for the teachers of the State, much general educational information, and full reports of the State association, with announcements of official decisions and new laws. The Allegheny Teacher and the Educational Voice,

monthly organs of the educational authorities of Allegheny City and Pittsburgh, were in their second and fifth volumes; the Teachers' Advocate[1] (Mercer), Teachers' Journal (Wilkes-Barre and Pittston), and The Teacher (Philadelphia), all private enterprises, were in their first and second volumes, the Teachers' Journal apparently expiring with number 6 of volume 2.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The higher branches were taught in 2,158 public schools outside of Philadelphia, an increase since 1878–'79 of 58. Of these 117 were in the schools of cities and boroughs. Extracts from reports of city superintendents found in the State report give favorable accounts of the condition and progress of the high schools of those cities. At Hazleton a higher standard for admission and graduation was adopted during the year; at Reading and at Corry a business course was added to the others; in Shenandoah and Williamsport efficiency was increased by the erection of new buildings; the Altoona high school was becoming a great power in the system; at Easton the number attending the high school was over 8 per cent. of the entire enrolment. The superintendent of Meadville says, in reply to the objection that high schools are for the benefit of the rich rather than the poor, that of 118 families represented in the high school of that city, 72 paid a tax less than $2 each, 15 paid from $2 to $10 each, while only 26 paid more than $10. The president of the Philadelphia school board reports of the 2 schools in that city ranked as high (the boys' central and the girls' normal) that they have stimulated and infused vigor into the other departments and thus more than repaid their annual cost. In the boys' central there was an average attendance during the year of 502 pupils, with 71 graduates; in the girls' normal, a total attendance of 1,015.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of 28 colleges and universities reporting for 1879–'80, all but 3 had preparatory departments; all had classical courses of 4 years, though 1 (St. Joseph's College, Philadelphia) had no students above the preparatory; all but 9 had scientific courses of 3 or 4 years, 4 adding engineering, military science, and other technical branches; 5 report normal, 7 commercial, 11 theological or biblical, 2 legal, 1 a medical, and 2 graduate courses; 11 gave instruction in music, 9 in painting or drawing, 22 in German, 16 in French, 12 in Hebrew, 6 in Anglo-Saxon, 3 in Spanish, 1 in Italian, and 1 in Bohemian. Women are admitted to 7 of the 28 colleges; 2 provide special courses for them; 1 (the University at Lewisburg) has an institute for them under the same board, but with different teachers; and in another (the University of Pennsylvania), while women cannot be regular matriculates, they are admitted to certain courses of the Towne Scientific School and to the department of music. Palatinate, New Castle, and Waynesburg Colleges send no report for 1879–'80, and are not included in the above summary. Two of the 28 are reported this year for the first time under this head, one, the Pittsburgh Catholic College (organized in 1878), having preparatory, classical, and commercial courses, and the other, Pennsylvania State College (State College P. O.), which, besides a number of technical courses (including agriculture and civil engineering), presents 2 regular collegiate courses of 4 years in classical studies as well as in the general scientific branches that have been mentioned under the head of scientific instruction for some years.

Gifts and bequests amounting to $2,135,800 were announced during 1879–'80 to 8 of the colleges reporting, namely, Muhlenberg College ($30,000), Haverford College ($7,500), Lincoln University ($70,000), Allegheny College ($5,000), Mercersburg College ($2,200), Westminster College ($15,000), Lehigh University ($2,000,000), and Swarthmore College ($6,100). The purpose of these gifts was, in most cases, to erect buildings and defray general expenses, but the bequest to Lehigh University from its founder, Hon. Asa Packer, was to go towards endowment and library, and the larger portion of the gift to Lincoln University was for the purpose of founding 2 professorships.

The *University of Pennsylvania* (successor of the College of Philadelphia, which was established in 1757) now offers 7 different departments of instruction, that of the arts, organized in the beginning; those of medicine and law, in 1765 and 1789, respectively; the auxiliary faculty of medicine, in 1865; the Towne Scientific School, in 1872; the de-

[1] This and the two preceding were consolidated as the Educational Review, Pittsburgh, 1883.

partment of music, in 1877; and the dental school, in 1878. The department of arts comprises a course of 4 years, that in the Towne Scientific School has been recently extended from 4 to 5 years, while the age for admission has been lowered from 16 to 15. The number of pupils in regular undergraduate courses was 245, against 160 for 1870–'71; of these, 127 were in classical and 108 in scientific courses of study, whereas ten years ago the classical students numbered 125 and the scientific only 35.

Lafayette College, Easton, organized in 1832, had 464 pupils in 1879–'80, against 232 in 1870–'71. The greater proportion of this increase (of 100 per cent.) was in pupils studying scientific branches, only 177 of the 464 pupils for 1880 belonging to the classical course. The efficient scientific department of this college was organized in 1866, and was due to a munificent donation from Ario Pardee, esq., of Hazleton, Pa., after whom it was named. Further donations from Mr. Pardee increased the endowment to $200,000 and provided for the erection of a building, which was completed in 1873 at a cost of about $300,000. This was burned in June, 1879, but was immediately rebuilt on the same site and of the same dimensions, the new building being ready for use in November, 1880. A general scientific course of 4 years is provided in this department, besides 5 technical courses. The college also offers a classical course of 4 years, courses for graduate study, and a law department.

Lehigh University, South Bethlehem, was organized in 1866, through the generosity of Hon. Asa Packer, of Mauch Chunk, who gave $500,000 and a site of 115 acres. In 1880, by his last will, he bequeathed $1,500,000 more for endowment, besides $500,000 for the library. With the ample endowment the trustees were able, in 1871, to declare tuition free. The university is open to young men of suitable ability and training from any part of the world. No preparatory department is provided, but there are classical and general scientific courses of 4 years, besides courses in mining and metallurgy, civil and mechanical engineering, and several graduate courses. The number of students in 1879–'80 was 75; the number in 1872–'73, the earliest date for which statistics are obtainable, was 73.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Seven of the colleges and universities reporting for 1880 admitted women on equal terms with men, and 2 others, which do not now report, were open to them when last heard from. There are also a large number of collegiate institutions exclusively for women, about half of which are authorized to confer collegiate degrees. For statistics of these, see Table VIII of the appendix, and for a summary of their statistics, see the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Pennsylvania State College*, State College P. O., formerly called the Agricultural College of Pennsylvania, was organized in 1859. Being one of the colleges receiving aid from the congressional land grant of 1862, its leading object is the promotion of the liberal and practical education of the industrial classes. The courses of study are (1) agricultural, (2) classical, (3) scientific, and (4) graduate. The college has a farm of 24 acres, besides 3 experimental farms of about 100 acres each in different sections of the State. The whole number of students attending in 1879–'80 was 159, of whom 43 were women; the number in collegiate classes was 65, against 59 in 1870. Women have been admitted since June, 1872.

Courses in general science are reported by 18 of the other colleges and universities, and are supplemented in the case of 4 by a number of technical courses.

The *Towne Scientific School of the University of Pennsylvania* offers facilities for technical and professional training in chemistry, with its many applications to the industrial arts, metallurgy and assaying, mineralogy and geology, civil, mechanical, and mining engineering, mechanical drawing, architecture, and preparatory medical studies. These undergraduate courses (6 in number) have recently been increased in length from 4 to 5 years. They may be followed by 6 corresponding graduate courses of 2 years. In 1881 a school of finance and political economy is to be added.

Pardee Scientific Department of Lafayette College, besides a general course in science, has 3 technical courses, (1) in engineering, civil, topographical, and mechanical, (2) in mining engineering and metallurgy, and (3) in chemistry, besides graduate courses to correspond with them.

Lehigh University, South Bethlehem, presents a general scientific course of 4 years and courses of equal length in civil and mechanical engineering, mining and metallurgy, and chemistry; also, 3 graduate courses of 1 year each for the degrees of civil, mechanical, and mining engineer.

The *Polytechnic College of Pennsylvania*, Philadelphia, makes no report for 1880.

Franklin Institute, Philadelphia, an association for the promotion of the mechanic arts, sustains a course of lectures, which are now practically free to the public, and an evening drawing school, with a progressive course of 3 years in mechanical, archi-

tectural, and topographical drawing, both free hand and instrumental. There were 96 pupils in 1880, an increase for the year of about 33 per cent. A monthly journal of proceedings is published, a magazine of about 80 pages of scientific investigations and information.

Spring Garden Institute, Philadelphia, founded in 1850 for the benefit of young men who desired industrial training, supports a free course of lectures, night schools in free hand, mechanical, and architectural drawing, mechanical handwork classes, classes in cookery, a library and free reading room. The number of pupils during 1879–'80 was 358, an increase of 124 over that of the previous year. The average attendance was 211, against 154 in 1878–'79.

The *Wagner Free Institute of Science*, Philadelphia, gives essentially the same instruction as the Spring Garden Institute, but no specific report from it for 1880 has reached the Bureau.

For detailed statistics of all reporting schools of science, see Table X of the appendix; for a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

Ten *theological* schools out of 13 in the State send reports for 1879–'80, of which 3 were Roman Catholic, 2 Lutheran, and 1 each Unitarian, Presbyterian, Reformed, Baptist, and Protestant Episcopal. All were organized previous to 1870. The 8 which report attendance had a total of 264 pupils; 6 report 180 pupils, of whom 135 had received a degree in letters or science, and 49 were graduated in the summer of 1880. All had courses of 3 years, except the Theological Seminary of Villanova, Villanova, and that of St. Charles Borromeo, Overbrook (both Roman Catholic), which report 7 and 9 years, respectively, that include preparatory training. A preliminary examination for admission is required of those who are not graduates of a college or academy by the Western Theological Seminary, Allegheny (Presbyterian), the 2 seminaries of the Evangelical Lutheran Church (one at Gettysburg, the other at Philadelphia), by the Theological Seminary of the Reformed Church, Lancaster, the Divinity School of the Protestant Episcopal Church, Philadelphia, and Meadville Theological School, Meadville (Unitarian). The last insists only on preparation in the common English branches, although preferring also some knowledge of Greek and Latin. In Crozer Theological Seminary, Upland (Baptist), the examination for admission seems to include only christian character. The 3 institutions not reporting are the Moravian Theological Seminary, Bethlehem (United Brethren), St. Vincent's Seminary, Philadelphia (Roman Catholic), and Missionary Institute, Selinsgrove (Lutheran). Theological or biblical courses of study of from 2 to 3 years are also found in connection with 12 universities and colleges.

For statistics of theological schools reporting, see Table XI of the appendix, and a summary of this in the report of the Commissioner preceding.

The *law* department of the University of Pennsylvania, Philadelphia, organized in 1790, reports 141 students in 1879–'80, about one-half of whom had received a degree in letters or science. The course of study covers 2 years of 36 weeks each. There is no examination for admission, unless the student desires to use his diploma to secure admission to the bar in Philadelphia. No provision for advanced standing is made; students to receive the degree must actually attend 2 full years. They are allowed the benefit of lectures in the other departments of the university free of charge, with full use of the library.

A law department was organized in connection with Lafayette College in 1874, but there is no late information respecting it. In Lehigh University law lectures form a part of the classical course, and in Dickinson College, Carlisle, although no course in law is reported, there is a professor of law in the faculty.

Of 4 *medical* schools reporting (all in Philadelphia), 3 were "regular" and 1 was homœopathic. The 3 regular schools, viz, the medical department of the University of Pennsylvania (organized in 1765), Jefferson Medical College (in 1825), and the Woman's Medical College of Pennsylvania (in 1850), report a total of 1,058 students in 1879–'80.

Jefferson Medical College required the old medical course of 3 years, including 2 courses of lectures of 5 months each (to be made 6 months in 1881), also offering and commending a 3 years' graded course. No examination is required for admission.

The medical department of the University of Pennsylvania has required a 3 years' graded course since 1877, but the year, as at Jefferson, consists of only 5 months. From 1880 a preliminary examination in English is to be required of applicants for admission who are without evidence of suitable literary qualifications. An auxiliary department of medicine was organized as a distinct department in 1865, to supplement the ordinary winter course by lectures during the spring months. This is essentially a graduate course and is entirely optional.

The Woman's Medical College offered and after 1880 was to require a 3 years' graded course of 5 months each year. There is also a spring session of 10 weeks, attendance on which is optional. New apparatus for illustrating and investigating animal physi-

ology was added during the year. A preliminary examination was required only of holders of scholarships.

Hahnemann Medical College, organized in 1848, had 198 pupils in 1879–'80 and graduated 75. The course insisted on was the old one of 3 years' study, including 2 terms of lectures of 20 weeks each. A graded course of 3 years was, however, provided and strongly commended to pupils. A supplementary course during the spring months embraced all the special lectures of the graded course, and thus afforded students taking the 2 years' course opportunity for completing the full course of instruction. There was also a graduate course. There is no examination for admission, but students must have certificates from preceptors as to their fitness for the study of medicine.

Dentistry was taught in 3 institutions, all in Philadelphia, viz: the department of dentistry of the University of Pennsylvania (organized in 1878), the Pennsylvania College of Dental Surgery (in 1855), and the Philadelphia Dental College (in 1863). In the department of the University of Pennsylvania the regular course is graded and extends over 2 sessions of 5 months each. Study under a private preceptor is also required during the entire term, unless students prefer to attend the spring and fall lectures, which are otherwise optional; an examination is to be required for admission after October, 1881, of students not collegiate or high school graduates. The Pennsylvania College of Dental Surgery reported 45 students in 1879–'80 and 5 graduates. In this and in the Philadelphia Dental College the course extended over two years. During this time private study under a preceptor and attendance on the two winter courses of 5 months each were required. Spring and fall lectures were also provided, attendance on them being optional. The Philadelphia Dental College accepts attendance on the optional lectures as a substitute for the required study under a preceptor. No preliminary examination has been required by either, but the last named will insist on one after 1881.

Two colleges of *pharmacy* report, 1 in Philadelphia having 350 pupils, the other in Pittsburgh, the former organized in 1821, the latter in 1878. The course required for graduation covered, in 1880, 2 lecture sessions of 20 weeks each and 4 years' apprenticeship in the drug business.

For statistics of medical, dental, and pharmaceutical schools, see Table XIII of the appendix, and for a summary, the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Pennsylvania Institution for the Deaf and Dumb*, Philadelphia, organized in 1821, reported 324 pupils in December, 1880. Of these, 288 were supported by the State, 23 by New Jersey, 2 by Delaware, the others by friends, the city, &c.; average number of years spent here, 5¼; total number of pupils receiving a common school education since the organization, 1,896. In addition to their schooling, which includes articulation for semimutes, the inmates are taught shoemaking, tailoring, lithography, dressmaking, and general sewing. The legislature failed again in 1880 to make an appropriation for this institution, but the directors assumed the responsibility of carrying it on; in other respects the report for the year is favorable.—(Report and return.)

The *Western Pennsylvania Institution for the Instruction of the Deaf and Dumb*, Turtle Creek, which was founded in 1876, reports 162 pupils since that date, and 112 remaining in 1880. About 2½ years are spent in the institution in learning articulation, the common branches, natural sciences, &c. No trades were taught, but instruction in gardening was given to some extent.—(Return.)

Connected with the public school systems of Erie and Scranton are deaf-mute schools in which the common branches are taught. The Erie school, dating from 1875, had 13 students in 1880, who were taught by the articulation method; the Scranton school, dating from August 24, 1880, had 12 students.—(Returns.)

EDUCATION OF THE BLIND.

The *Pennsylvania Institution for the Instruction of the Blind*, Philadelphia, organized in 1833, reported 210 pupils in December, 1880, most of them State pupils, New Jersey sending 9, Delaware 1, other places 2. The financial embarrassment from which the institution has been suffering for a year or two seemed to be somewhat diminished, and the managers felt encouraged for the year 1881. This institution has literary, musical, and industrial departments, with special prominence given to the second. The trades taught are those which will be of use in after life, such as carpet weaving, mattress making, cane seating, manufacturing of brooms, sewing by machine and hand, piano tuning and repairing, &c. A gymnasium was erected during the year to provide means for physical exercise.—(Report.)

In West Philadelphia are situated the *Pennsylvania Working Home for Blind Men* and the *Pennsylvania Industrial Home for Blind Women*. At each of these, various industrial pursuits are taught by which this class may become self-supporting.—(Report of board of public charities.)

EDUCATION OF THE FEEBLE-MINDED.

The *Pennsylvania Training School for Feeble-Minded Children*, Media, which dates from 1852, had 323 inmates in 1880, varying in age from infancy to 52 years. In the school department were 7 teachers and 164 children. The classes were: 1 training, 2 Kindergarten, and 4 common school. In the industrial department 86 inmates were engaged in domestic or laundry work or in the shops.—(Report of board of public charities.)

EDUCATION OF ORPHANS.

A bill was prepared in 1864 providing for the organization of a system of schools for the children of deceased and disabled soldiers. This bill failed to pass, but laws were subsequently enacted on the subject, and since 1871 the duties of the superintendent of soldiers' orphans devolve on the superintendent of public instruction. The legislature of 1878 directed that no more children be admitted to these schools after June 1, 1882, and that they be finally closed June 1, 1885. If this plan should be carried out, the record will show that at least 12,000 orphans have been supported and educated at an expenditure of $8,000,000. The number of institutions in which there were soldiers' orphans in 1880 was 18, a reduction of 26 since 1871; number of orphans in September, 1880, 2,457; number since the system went into operation, 11,306; applications on file September 1, 1880, 904; cost of system for the year, $351,432; cost since commencement to May, 1880, $6,313,527. For requirements for admission, &c., see the Report of the Commissioner of Education for 1879.—(Pennsylvania School Journal.)

The *Girard College for Orphans*, Philadelphia, reports 2,559 inmates since 1848 and 870 in 1880. Admitted between the ages of 6 and 10 years, they are required to leave the institution between 14 and 18 years of age, at which time they are indentured to trades. This college was reported in 1880 as enlarging its capacity by means of a new building with accommodations for 160 boys and a dining hall for 1,000.—(Return and National Baptist.)

The *Educational Home* and *Lincoln Institution*, both in Philadelphia, report, the former, 174 pupils in January, 1880; the latter, 100 for the year 1880. At the first mentioned, children from 2 years of age upwards are taken and at the age of 12 or 13 years they are transferred to the Lincoln Institution.—(Report of board of public charities.)

The *Burd Orphan Asylum*, Philadelphia (Protestant Episcopal), founded and endowed by the late Mrs. Eliza Howard Burd, receives the orphan daughters of deceased clergymen and respectable laymen, and gives them, in excellent buildings, a good English education, with instruction in French, music, drawing, embroidery, sewing, housework, and in whatever will make them useful and self-helpful women. They can remain till 17 or 18 years of age. Instructors, 9 in 1880; pupils, 60.

INDUSTRIAL AND REFORMATORY TRAINING.

Twenty-three homes for orphan or dependent children report for 1880. Eleven of these are in Philadelphia, including 2 for colored children; the others are scattered throughout the State. In all, 1,723 children received instruction in the elementary branches during 1880. Thirteen of these homes report domestic work or some industries taught. The Burd Asylum, above mentioned, was one of these.—(Returns.)

The *House of Refuge*, Philadelphia, established its white department in 1828 and its colored department in 1850. December 31, 1880, there were 499 inmates—328 white and 171 colored. During the year the two departments were placed under charge of one superintendent, with a view to greater efficiency as well as to a diminution in expenditure. About 3 hours daily are spent in the school room and 7 hours in the workshops.—(Report of board of managers.)

The *Pennsylvania Reform School*, Morganza, opened in 1872 for both sexes, reports much usefulness attained by the "family system," a large amount of work done in the male department in farming, grading, roadmaking, quarrying, draining, &c., and by the girls in their special pursuits, and considerable progress made during the year in the school, especially in geography and arithmetic, as also in map and industrial drawing. The number of inmates in 1880 was, males, 277; females, 52.—(Report for 1880.)

TRAINING OF INDIANS.

The Training School for Indians, Carlisle Barracks, which is under the control of the General Government, was established on October 5, 1879. In 1880 there were nearly three hundred children under instruction, 88 of them girls. Although many of these Indians had been less than 18 months in the school, they were reported to be rapidly acquiring the ability to read, write, draw, and spell, while many had advanced beyond the branches usually taught in an elementary school. All are taught to work; the girls learn sewing and all branches of housekeeping; the boys, shoemaking, tailoring, tinsmithing, carpentry, harness and wagon making, &c.—(Pennsylvania School Journal and Eadle Keatah Toh.)

TRAINING OF NURSES.

The Nurse Training School of the Woman's Hospital, Philadelphia, had 17 students in 1879 and graduated 10 that year. Forty-six graduates are reported since 1873, and 117 students since the organization. The charter of the institution was obtained in 1860, but the organization seems to have been in 1863. The records indicate that from the first nurses were trained, that from 1872 there was a settled course, and that from 1876 there has been hospital practice.—(Return for 1879 and report of 1878.)

In connection with the Protestant Episcopal Hospital, Philadelphia, some training of the same kind is given.

For statistics of training schools for nurses, see Table XVII of the appendix, and a summary of it in the report of the Commissioner preceding.

ART EDUCATION.

Philadelphia affords instruction in art in the Pennsylvania Academy of Fine Arts, which trains in all forms of art culture; in the Franklin Institute Drawing Classes, the Philadelphia School of Design for Women, and the Pennsylvania Museum and School of Industrial Art, all of these training to improvement in the industrial arts. An art school was to be opened in 1880 in Meadville, in which modelling in clay was to be a prominent branch. Pittsburgh reports a School of Design for Women. For more detailed information regarding these schools, see the report of the Commissioner for 1879. Information as to Franklin Institute, and as to the Spring Garden Institute, with its classes in mechanical handiwork, will be found in the present report under Scientific Instruction. For an account of the special art training given to Philadelphia teachers, see page 270.

TRAINING IN ORATORY.

The National School of Elocution and Oratory, Philadelphia, reported 112 ladies and 107 gentlemen studying in 1880; graduates in oratory, 7; in elocution, 67. Although this school was commenced in 1866, its present status dates from September 1, 1873. Since the commencement of the work not less than 3,000 students have been under instruction. The course in elocution occupies two terms of 9 weeks each; the course in oratory, 2 years. Additional are post-junior and post-senior courses, summer and evening courses, also an afternoon course and a Saturday graduating course.—(Catalogue, 1880–'81.)

TRAINING IN MUSIC.

The *Musical College and Pennsylvania Normal School of Music*, at Freeburg, trains both sexes in the science and art of music, teaching all branches of vocal and instrumental music.

Madame Seiler's School of Vocal Art and Instrumental Music, Philadelphia, was first chartered October 2, 1878, and opened with 9 pupils; at its fourth session 135 pupils were in attendance. The original design was to limit the work to the cultivation of the voice and singing, but the fall season for 1880–'81 will open with additional departments.—(Circular and catalogue.)

The *Philadelphia Conservatory of Music* is believed to have essentially the same aims and scope as the two above mentioned, but no report from it has been received.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-sixth annual session of the State Teachers' Association was held at York, July 27–29, 1880. After the address of welcome and the response thereto, President Shaub in his inaugural address gave a few points in regard to the educational record of the State, comparing the present record with the past. His remarks were favorable to the school system of to-day, yet he would have teachers impress more fully upon the minds of their pupils the idea of usefulness and helpfulness. There should be more cultivation of the moral nature, and a spirit of duty and of manly and womanly achievement should be inculcated. This subject was continued by others until the adjournment to the evening session, at which a paper by Miss J. V. Johnston on "Moral training" was read and discussed. The following day was given to "Teachers' studies and degrees;" "Use and abuse of examinations"; "Nature and extent of the teacher's responsibility;" "Women vs. men as teachers," in which was shown the need of the coöperation of both sexes to make the perfect school, scholar, and citizen. At the evening session, in "Star study," a paper illustrated by means of the oxyhydrogen lantern, an outline of elementary astronomy desirable for the common schools was presented. On the last day the first paper, "Esthetics in the school room," pointed out the influence of surroundings on the development of thought and the formation of character, indicated the need of comfortable school buildings ornamented within and without, advocated the cultivation of the imagination and the

inculcation in the child of a love for the beautiful, &c. This subject and that of the introduction of the natural sciences in the common schools were considered by several present. A paper on the "Merits and defects of our system of county institutes" was discussed; memorial addresses on Prof. Fordyce A. Allen and Prof. Jacob W. Shoemaker were read, and resolutions were adopted indicating the importance of a consideration of the subject of industrial education and recommending the introduction each year in the schools of elementary instruction in some one or more of the branches of natural science.—(Pennsylvania School Journal.)

CONVENTION OF SUPERINTENDENTS.

A meeting of superintendents, including county, city, and borough officers, was held at Harrisburg April 20–22, 1880. The attendance was very large and the convention a success in every way. The papers were said to be brief, practical, and to the point, and the educational discussions on these essays of unusual value. The afternoon session of the first day was devoted to discussions on teachers' examinations and county institutes; the evening session to questions relating to school law and policy, to a paper on the necessity of new legislation, one on free school books, and on high schools. On the following morning the convention was divided into two sections, the city and borough superintendents and the county superintendents. The first division discussed matters appertaining to city institutes, their object, the means of securing additional interest, &c.; the other division took up the subjects of certificates, summer and winter schools, graded schools and their course of study, and local institutes. At the general meeting in the afternoon, among the different papers discussed were "Examinations at close of term," "Periodical reviews during term," "Duty of superintendents as to the methods of teaching each branch of study," and "What can a superintendent do to improve public sentiment in reference to the schools?" In the evening session the usual miscellaneous business was transacted prior to the opening of discussions on unpaid warrants, requisite legislation, teachers' certificates, the relation of normal graduates to the profession, &c. The last day of the session, in the divisions and in the general convention, similar subjects were broached by various members, such as the Quincy method, district supervision, school visitation, literary societies in connection with common schools, and a graded course for city schools being among the number. Among the resolutions adopted were those calling for a revision of the school law by immediate legislation, for the enforcing of prompt payment to all the school districts in the State of the amounts annually appropriated thereto, for the passage of a bill authorizing the various boards of school directors to purchase text books for use in the schools of their respective districts, to be paid for out of the funds of the districts, &c.—(Pennsylvania School Journal.)

EDUCATIONAL BENEFACTIONS.

Under the head of Superior Instruction, preceding, may be found a detailed statement of gifts and bequests for collegiate instruction bestowed or received in 1880.

OBITUARY RECORD.

PROF. FORDYCE ALMON ALLEN.

On the 12th of February, 1880, this genial and pleasing principal of the Mansfield State Normal School rested in death from educational labors that had covered 40 years and had made him popular in a large part of the United States. Born July 10, 1820, in Hampshire County, Massachusetts, he went early with his parents first to the town which proved his final resting place, Mansfield, Tioga County, Pennsylvania, thence, after some years, to Ohio, back again to Massachusetts, and then into New York, where, at 19 years of age, he began life on his own account as clerk. The next year, 1840, he began teaching, and from that date made this his main life work, combining with it editorship from 1854. Through steady improvement of large natural capabilities he rose rapidly in his profession from country common schools to village graded ones, then to the principalship of an academy, to the superintendency of the schools of McKean County, Pennsylvania, and in 1857 to a joint proprietorship with two distinguished teachers in the West Chester Normal School, of which he soon became the principal, conducting it successfully for 7 years; then, in 1864, the Mansfield Normal School being established, he accepted the principalship, and, with an interval of a few years in which he turned aside to perhaps equally important work, continued to be its principal till his death. During nearly all the years that he was engaged in teaching, Professor Allen spent much of his vacation periods in conducting or aiding in the management of institutes, his geniality, quick wit, clear comprehension of great principles of education, and a peculiarly happy faculty of presenting these securing him ample occupation in this line, not only in Pennsylvania, but also in many other States. Probably no one man has done more than he to popularize this method of

improving teachers, while as the founder of a great State orphan school he also did good service.—(Pennsylvania School Journal, September, 1880.)

PROF. JACOB W. SHOEMAKER.

Professor Shoemaker, born April 18, 1842, in West Overton, Pa., died in Atchison, Kans., May 15, 1880, from the effects of overwork in teaching while engaged in the foundation of the National School of Oratory, Philadelphia. Trained in one of the State normal schools for the profession of a teacher and practising that profession in the ordinary schools and in schools for freedmen for some time, he quickly saw how much a lucid method of expression aided his pupils' comprehension of whatever subjects he presented and how much the proper vocalization of his teachings went to impress them on the minds that he addressed. He therefore gave himself increasingly to the study of the principles of rhetoric and elocution, taught these extensively in institutes throughout the State, and from 1866 labored in Philadelphia to build up a school that should embody and present these principles with full effect. His enthusiasm and persistence gradually attracted enough pupils and assistants to enable him to carry out his plans, and in the autumn of 1873 the National School of Elocution and Oratory was established. In 1874 its first catalogue was issued, showing an enrolment of 88 students for that year. In 1875 its scope and course were much extended, and a charter was secured for it from the legislature of the State. It is said that not less than 3,000 students have come under its instruction, that at least 600 lectures and readings have been given before educational bodies and lyceums, and that in 12 States of the Union students from the school have been engaged as teachers. Its founder died, worn out with the labor his great enterprise involved, but the school lives on, and probably will live, to extend and to perpetuate the effects of his good work.—(Pennsylvania School Journal, September, 1880, and catalogue for 1880-'81.)

PROF. SAMUEL STEHMAN HALDEMAN.

Dr. Haldeman, naturalist and professor of comparative philology in the University of Pennsylvania, died September 10, 1880, at Chickies, Pa., in which State he was born, at Locust Grove, Lancaster County, August 12, 1812. As a boy, he developed great fondness for investigation, and formed a small museum of specimens (in mineralogy, geology, and aborginal stone implements) in his own home. He studied at Dickinson College, Carlisle, but did not graduate; in 1836 became attached to the geological survey of New Jersey and in 1837 to that of Pennsylvania. From 1851 to 1855 he held the chair of natural history in Delaware College, and was for many years professor of geology and chemistry to the Agricultural Society of Pennsylvania. In 1869 a chair of comparative philology in the University of Pennsylvania having been provided, he was chosen to fill the position, and in 1876 the University conferred upon him the degree of LL. D.

Dr. Haldeman was a prolific writer; his work on "Analytic Orthography" took the highest Trevelyan prize in 1858, in England, over 18 competitors. On the natural sciences alone he contributed about 100 papers to periodicals and the publications of learned societies; but as a learned and distinguished philologist his labors will be best remembered. He was a sound and thorough worker, and Agassiz once said of him, "That man Haldeman has an idea behind every word he utters."—(Proceedings of Numismatic and Antiquarian Society of Philadelphia.)

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES P. WICKERSHAM, *State superintendent of public instruction, Harrisburg.*

Dr. Wickersham came into office in 1866, held place by successive reappointments for 3 years' terms as superintendent of common schools till 1873, when the new constitution of that year changed his title to that above given and extended his term to 4 years. He entered his fifth term May 5, 1880, but on doing so expressed a readiness to resign the office so long held if a suitable successor could be found to take his place. Information has since come that Dr. Ellnathan E. Higbee was appointed to succeed him in the spring of 1881.

The two deputy superintendents in the greater part of the decade (1870–1877) were Robert Curry and Henry Houck; during the later years (i. e., from 1877), Henry Houck and W. A. Lindsey.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age (5–15 inclusive).	38,788	42,000	.....	43,800	53,316
Different pupils enrolled	28,364	27,720	28,245	39,401	38,554
Average number belonging	.....	.....	.....	30,165	30,102
Per cent. of this on enrolment.	.....	.....	.....	77	78
Average daily attendance	22,444	22,176	22,435	24,434	26,163
Per cent. of this on average belonging.	.....	.....	.....	81	86
Enrolled in evening schools	.....	2,195	4,400	6,083	4,600
SCHOOL DISTRICTS AND SCHOOLS.					
Towns in the State	36	36	36	36	36
School districts	423	424	423	429	430
Public school buildings	.....	.....	.....	.....	426
Graded schools	.....	.....	.....	.....	436
Ungraded schools	.....	.....	.....	.....	301
Public day schools	412	727	719	732	737
Schools visited by school committee.	.....	.....	.....	.....	.....
Schools visited by school trustees.	.....	.....	.....	.....	128
Average time of school in days [a]	170	172	179	179	178
Evening schools	.....	8	38	52	39
Value of public school property.	.....	.....	.....	.....	$2,360,017
TEACHERS AND THEIR PAY.					
Men teaching in public schools.	178	177	112	201	195
Women teaching in public schools.	533	579	646	821	861
Total of teachers in day schools.	711	756	758	1,022	1,056
Total of teachers in evening schools.	.....	11	131	198	192
Teachers trained in normal schools.	.....	.....	.....	.....	.....
Average monthly pay of men	$36 81	$39 72	$75 72	$83 65	$85 18
Average monthly pay of women.	36 81	39 72	41 97	43 86	46 17
INCOME AND EXPENDITURE.					
Total receipts for public schools.	$514,040	$496,906	$601,361	$745,770	$761,797
Total expenditure on them	461,159	465,624	602,811	690,852	764,644
STATE SCHOOL FUND.					
Available State fund	.....	.....	.....	.....	$250,376

[a] These numbers are

OF RHODE ISLAND—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
.....	.....	.....	49,562	52,273	I. 2,711	I. 13,485
39,328	39,959	41,093	41,810	40,604	D. 1,206	I. 12,240
30,516	30,816	30,117	30,001	30,112	I. 111	.....
78	77	73	72	74	I. 2	.....
27,021	27,562	26,644	26,939	27,217	I. 278	I. 4,773
89	89	88	90	90	.....	.....
3,179	3,736	4,536	3,890	4,176	I. 286	.....
36	36	36	36	36	.....	.....
430	431	431	431	432	I. 1	I. 9
430	442	443	446	453	I. 7	.....
466	496	506	525	530	I. 5	.....
291	292	295	294	294	.....	.....
757	788	801	819	824	I. 5	I. 412
.....	.....	422	397	640	I. 243	.....
.....	.....	210	245	177	D. 68	.....
180	181	182	182	184	I. 2	I. 14
28	28	36	33	40	I. 7	.....
$2,456,674	$2,644,541	$2,634,941	$2,654,148	$1,894,122	D. $760,026	.....
211	212	217	212	226	I. 14	I. 48
869	892	897	885	891	I. 6	I. 358
1,080	1,104	1,114	1,097	1,117	I. 20	I. 406
150	177	198	166	178	I. 12	.....
.....	.....	161	155	158	I. 3	.....
$81 49	$80 69	$75 00	$73 84	$70 24	D. $3 60	I. $33 43
46 73	45 91	45 85	42 37	42 99	I. 62	I. 6 18
$734,116	$730,422	$709,444	$600,208	$558,451	D. $41,757	I. $44,411
709,467	725,963	679,771	597,747	544,200	D. 53,547	I. 83,041
$244,325	$240,376	$240,376	$240,376	$240,376	.....	.....

for day schools only.

STATE SCHOOL SYSTEM.

OFFICERS.

The general care of the State schools since 1870 has been intrusted to a State board of education, composed of the governor and lieutenant governor as ex officio members, with 6 others chosen by the legislature to represent the several counties, one-third of these last changed annually. This board chooses a commissioner of public schools as its secretary and executive officer, with liberty of annual change. He and the board act as trustees of the State Normal School. For each town there is a school committee of not less than 3 members, chosen by the people for 3 years' terms, with yearly change of one-third; for each school district, 1 or 3 trustees, also chosen by the people, who may change or reëlect the same each year, to care for school property and visit and report upon the schools. Adjoining primary school districts, uniting to establish a school of higher grade, may elect 1 member from each of the districts so uniting, to constitute a board of trustees for the union school. Towns and cities may elect superintendents for their schools; if they fail to do so, the school committees must appoint them. Women are eligible to school offices.

OTHER FEATURES OF THE SYSTEM.

From the income of a permanent school fund and from the proceeds of State taxes $90,000 are annually appropriated for free day schools and over $3,000 for free evening schools, $63,000 of the former sum going to the several towns in proportion to the number of children under 15 years of age and $27,000 in proportion to the number of school districts.[1] All this is to aid in paying teachers, and no town may receive its share unless it raise for its own schools at least as much as the State apportionment to it. Should this not be done by July of any year, the apportionment for the delinquent town is turned into the permanent State school fund. The teachers, who are to be paid out of the State and town school moneys, have been largely trained since 1871 in the State Normal School at Providence. To be employed they must produce evidence of good moral character and certificates of qualification either given or signed by the school committee of the town in which they propose to teach or by its authorized agent. The schools under their charge are to be always subject to visitation and examination, both by the State school authorities and those of the town or city within which they are, and the trustees of school districts and the school committees are to make such visitation, at least twice in each school term, personally or by some suitable agent. The direction of the course of studies, text books, and works of reference is given to the school committees, under advice of the State school commissioner; no text book, however, is to be changed oftener than once in 3 years without consent of the State board of education. Not only are the State schools free to all children 5 to 15 years of age residing in any school district where they exist, but some degree of compulsion to attend is found in a law forbidding the employment of children under 15 in any manufacturing establishment unless they have attended school at least three months in the preceding year. Exclusion from a State school because of race or color is forbidden; but a separate school for Indians is, for special reasons, supported by the State. The education of deaf-mute and blind youth is also provided for.

GENERAL CONDITION.

Although 1879–'80 was esteemed a prosperous year throughout the Union, $41,757 less than in the year before were raised in this State for the public schools and $53,547 less were expended on them. It is not, therefore, a matter for surprise that, with 2,711 more children of school age, 1,206 fewer pupils[1] were gathered into the State day schools.[2] Still, the high character of many of the schools so far counterbalanced this as to increase the average monthly enrolment by 111 and the average daily attendance by 278. The night schools aided by the State, too (7 more in number and better in some places), enrolled 286 more pupils. The number of public day schools was increased by 5, all graded; the number of school buildings, by 7, with improvements, of course, in others; yet, for some reason unexplained, the valuation of school property was $760,026 less than the year before. Teachers in evening schools numbered 12 more; in day schools, 20 more;[3] and of the latter 3 more (158 in all) had been trained in the normal school. Of the 824 schools reported, 640 (or 243 more than in the preceding

[1] One-half of this sum of $63,000 is apportioned among the school districts in proportion to their number, the other half on the basis of average attendance.

[2] It is only fair to say that the State commissioner ascribes this apparent diminution partly to a more careful elimination of duplicate enrolments; a large loss, however, is admitted.

[3] The increase of teachers is regarded by the commissioner with disfavor, as indicating many changes within the year.

year) had been visited according to law by the school committees in charge of them; but in the same period there was a falling off of 68 in the number visited by school trustees.

Besides the pupils reported by the census takers as attending public schools, there was a total of 6,708 reported in private and church schools, an increase of 552. There were also reported 12,279 of school age not in any school, an increase of 1,730.

RÉSUMÉ FOR TEN YEARS.

With $44,411 more receipts for the State schools in 1879–'80 than in 1870–'71, there was an expenditure for them $83,041 greater. This seems a fair additional provision for the 13,485 more youth of school age, of whom 4,773 more were in average daily attendance out of 12,240 more enrolled. For the accommodation and training of these there were 412 more public day schools, with 406 more teachers; how many more of these from normal schools does not appear. It is satisfactory to learn, too, that in these ten years the services of teachers had grown to be more highly valued, and that with the improvement wrought in them by normal school and institute instruction there had come an average increase of $33.43 in monthly pay of men and of $6.18 in that of women—a noteworthy exception to the general rule throughout the States.

CHANGES OF SCHOOL LAWS DURING THE DECADE.

March 8, 1870, an act was passed to require of towns, as a condition of receiving public money for their schools, that they should raise for them by tax a sum equal to their share of the State appropriation; March 14, of the same year, one to establish a State normal school, which was an outgrowth from a successful school for training teachers that had been for some time conducted under private auspices; March 24, same year, one to require in towns an election by school committee of a superintendent for their schools that had previously been only authorized; apparently in the next year, one to change the term of school committeemen from 1 to 3 years, with change of one-third each year; and May 28, 1874, one to require an annual election of school district officers.[1] May 28, 1875, came an act requiring school committees to report to the State school commissioner, in such form as he should prescribe, and authorizing him to refuse to draw his order for the town's share of the State school money until such report was made to him. June 25 of the same year he was further authorized to withhold such order until he should receive from the town treasurer a certificate of the sum voted to be raised by tax for public schools the current year, and also a statement of the amount paid out for such schools to order of the school committee the preceding school year. April 12, 1878, a census of the number of youth of school age (5–15 inclusive) residing in each town was required to be taken annually, in January, and its results to be deposited with the school committee before April 1.

KINDERGÄRTEN.

No Kindergarten classes appear to have found footing in this State, except in Providence in 1873.

CITY SCHOOL SYSTEMS.

OFFICERS.

These are city superintendents and boards of school committees, the latter varying in number in the different cities, but numbering 3 for each town.

STATISTICS.[2]

Cities and towns.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Lincoln	13,765	2,963	2,164	1,178	39	$24,912
Newport	15,639	2,843	2,097	1,429	44	44,584
Pawtucket	19,030	3,292	2,995	1,902	54	34,598
Providence	104,852	19,108	13,261	9,659	289	236,417
Warwick	12,163	2,463	1,822	1,086	42	12,909
Woonsocket	16,053	4,110	2,403	1,353	44	27,830

[1] A law of April 3, 1874, to punish and reform habitual truants failed of its effect, owing to the want of an institution to receive such truants.

[2] These statistics are from the State report for 1879–'80, except the figures giving population, which are from census returns for 1880.

ADDITIONAL PARTICULARS.

Lincoln reports no new departures in the system, but education advancing. The district system was an obstacle to the selection of good teachers. There was an attendance of 277 in private and parochial schools.

Newport had more pupils attending public schools in 1879–'80 than ever before, the average exceeding that of the previous year by 150. The methods of teaching were improved, routine being shunned and individuality encouraged. The superintendent complains that while the primary schools are the most important and most difficult to manage the teachers in them were paid less than in any other grades, and he thinks teachers should be paid to remain at the post of honor in the primary school. The evening school was more successful than ever before; 350 pupils were enrolled and 164 were in average attendance. Although the average attendance was not so large as formerly, attendance was more regular and more was accomplished. All showed an earnest desire to learn. The high school had 5 teachers, 143 pupils enrolled, and 122 in average attendance. There were 555 pupils attending private and parochial schools.—(State report and return.)

At *Pawtucket* attendance was reduced through the prevalence of scarlet fever and diphtheria. School-houses, as a general thing, were in fair condition, but nearly all the primaries were overcrowded and the ventilation in them was "abominable." Four evening schools were taught, instead of 2 as formerly; attendance on them was large and of a class that cannot be reached by the other schools.

The *Providence* schools were in a satisfactory condition; some noticeable defects in them had been remedied, so that there was less routine and more vivacity in the teaching. In the grammar schools more attention was given to the quality of the work than to the amount accomplished. The primary and intermediate schools suffered from the prevalence of diseases among the pupils, but the high and grammar schools were as efficient as ever. The revival of business brought a large number of children into the city, but did not materially increase the number attending school, many of them being engaged in work. The evening schools, in discipline, order, and improvement, compared well with those of former years. Examinations for the high school showed a marked improvement; while the questions were more difficult and practical, the percentage of scholarship was larger. The report complains of imperfect ventilation in many of the school-houses. The crowded condition of some of the primaries was deplorable; in a hundred rooms there were from 4 to 8 times as many pupils as the supply of fresh air furnished reasonably warranted.—(State report.)

Warwick reports schools generally prosperous. The district system, however, was a hindrance. Another difficulty was lack of rooms for primary pupils, making it necessary to push the classes forward too rapidly. New school-houses are imperatively needed.

In *Woonsocket* the district system was an obstacle to efficiency and harmony, as well as more expensive than the town system. Free text books and stationery have been furnished gratuitously by the town for 3 years, and in some cases this has been an inducement to parents to send children to school. Evening schools were taught and good advancement made by the pupils. About 650 pupils attended private and parochial schools.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The Rhode Island Normal School was, by act of March 14, 1871, established on its present basis and placed under the management of the State board of education and the commissioner of public schools. The course of study and training was further developed during 1879–'80 and much improved, especially in the direction of preparing the teacher to lead his pupils to study the phenomena of nature. A new series of lessons on form was introduced, the course in geography was revised, additions were made to apparatus used in elementary instruction, and valuable reference works were added to the library, some of them being on hygiene and sanitation, to which subjects great attention is given throughout the course. One of the specific objects of the school is to aid pupils and prepare them to aid others in securing sound physical health. Physiology is studied by all, with the aid of apparatus, and each pupil is instructed to make the preservation of health a primary duty. Both sexes are admitted, but by far the greater number attending are young women. The attendance in 1879–'80 was 145, against 130 in 1870–'71.

The course of study extends over two years, but graduates of high schools usually finish it in less time. There is also an advanced or graduate course, which includes Latin, Greek, French, German, mathematics, and natural science.

TEACHERS' INSTITUTES.

The commissioner is authorized by law to hold institutes for the instruction of teachers and $500 are annually allowed by law to pay instructors and lecturers. The

institute work of 1879–'80 was unusually satisfactory, both as to immediate results and promise for the future. The commissioner was assisted by Hon. B. G. Northrop, secretary of the Connecticut State board, Prof. W. G. Sumner, of Yale College, Prof. W. H. Niles, of the Massachusetts Institute of Technology, and a number of other distinguished persons. Four institutes were held, the first being in session 3 days, the others 2 days each. About 300 teachers from the State were present, and the attendance during all the sessions was much more regular than is usually the case.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of public high schools in 1879–'80 is not given by the State superintendent in his report for that year, but there were 530 graded schools in the State, an increase of 5 during the year. From city reports and returns it appears that the Providence high school had 515 pupils enrolled, under 16 teachers; that at Newport, 143 enrolled and 122 in average attendance, under 5 teachers; and that at Pawtucket, 81 enrolled, with 62 in attendance, and 3 teachers. In the Providence school the course of study was somewhat shortened, more time being given to a thorough review of grammar school studies and to those branches that fit for mechanical or mercantile pursuits. In the Newport school no changes had been made, but a feeling is reported on the part of teachers that the course in English should be made more prominent. Warren reports the incorporation of political economy into the high school course and other changes in the direction of adaptation to the needs of the majority.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and schools preparatory to college, see Tables IV, VI, and VII of the appendix, and for summaries, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

BROWN UNIVERSITY.

Brown University, Providence, organized in 1765, presents three 4 years' courses of undergraduate study, 1 for the degree of A. B. and 2 for PH. B.; the latter, embracing a large number of electives, are simply outlined and are subject to modifications. There are also departments of physical science for students who wish to prepare themselves for such pursuits as require a knowledge of the mathematical and physical sciences and their application to the industrial arts. From an attendance of 220 students in 1870–71 the number rose to 260 in 1879–'80, and the number of resident graduates in the same time increased from 2 to 16, with, it is believed, a corresponding advance in standard of instruction. Work was continued during the year on a new hall for the university, commenced in 1879, for which funds were given by Hon. Wm. F. Sayles. Its completion was looked for early in 1881, when it will take the place of the hall that has been in use more than a century. Improvements were made in the college grounds. Bequests and gifts were received amounting to $38,000, of which the greater portion was from the late Stephen Olney, who, besides his microscopes and botanical books, the latter numbering 712 volumes, left $25,000 for the endowment of a professorship of natural history and $10,000 to constitute a fund for the purchase of plants and botanical books. Rev. Alva Woods, D. D., gave $1,000 to add another to the 5 scholarships previously founded by him; Mrs. Caswell, widow of the late president, and Newton May, esq., another $1,000 each.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The departments of practical science in Brown University include (1) a course in chemistry applied to the arts; (2) a four years' course in civil engineering, which, however, may be made longer or shorter according to the wants of students; (3) physics; (4) botany; (5) zoölogy and geology, and (6) agriculture. The last includes preparatory study in chemistry and physics, botany, physiology, zoölogy, and comparative anatomy. There are special lectures on agriculture, relating to the study of soils and applied economic zoölogy, illustrated by specimens from the museum of natural history and by field excursions.

PROFESSIONAL.

No schools for theological, legal, or medical instruction report from this State.

SPECIAL INSTRUCTION.

SCHOOL FOR THE DEAF, PROVIDENCE.

This school was founded April 2, 1877, and is under the control of the State board of education. The pupils receive instruction in reading, writing, and speaking the English language, also in arithmetic and drawing. More advanced pupils take up the higher branches, but the actual use of the English language is of first importance. Special attention was paid in 1880 to art work, regular instruction being given in free hand, mechanical, and map drawing; inventing and coloring designs for tiles, oil cloth, and wall paper; copying pen and ink and crayon sketches, and painting with water colors on silk and other material. Even the youngest pupils—4 to 6 years of age—are under instruction in some of this work. The number of pupils from April 2, 1877, to January 1, 1880, was 13; entered in 1880, 15; left, 5; remaining in December, 1880, 12 males, 11 females.—(Report and return.)

EDUCATION OF THE BLIND.

In 1879–'80 Rhode Island paid $3,150 to the Perkins Institution and Massachusetts School for the Blind, South Boston, for the training of blind children sent from the State.

ART EDUCATION.

The Rhode Island School of Design, Providence, pays great attention to mechanical and architectural drawing, designing for patterns of jewelry, wall papers, print cloths, and such other things as art culture demands. The chief purpose of the school is to teach a knowledge of such art as is connected with business and manufactures. The annual exhibitions show improvement from year to year. There are day and evening classes, and the two courses—elementary and advanced—extend over 2 years. A school of embroidery is to be added; children over nine years of age have drawing lessons once a week; a course of lectures for teachers is reported for the fall of 1881; and daily instruction is given in painting in oil and water colors, crayon drawing, modelling in clay and wax, &c.—(Circular, Journal of Education.)

EDUCATION IN MUSIC.

Reporting in 1879 was a musical institute connected with Greenwich Academy, East Greenwich. Its courses were arranged with a view to graduation in piano, organ, and vocal music, and a diploma is accorded at completion of a full course; partial courses entitle to certificates. Instruction was also given in painting, drawing, crayons, &c., as many students desire also to teach these branches. Information for 1880 is wanting.—(Circular.)

REFORMATORY AND INDUSTRIAL TRAINING.

The State Reform School, Providence, established November 1, 1850, and changed from city to State control in July, 1880, reports the ages of commitment as 10 to 21. In 1880 the 14 instructors, teachers, and employés had charge of 239 inmates, 121 of them entering during the year. Since the foundation 2,903 inmates have been received. The common school branches, writing, and singing are taught, as also such industrial employments as tailoring, cane seating, domestic duties, &c.—(Report and return.)

HOMES FOR ORPHANS OR DEPENDENT CHILDREN.

Rhode Island reports 6 such asylums: (1) the Bristol Home for Destitute Children, Bristol, incorporated in 1867, 5 inmates in 1880; (2) St. Mary's Orphanage, East Providence, incorporated March 18, 1879; (3) Home for Friendless and Destitute Children, Newport, dating from 1867; (4) Providence Association for the Benefit of Colored Children, incorporated 1846, 29 inmates in 1880; (5) Providence Children's Friend Society, sending its forty-fifth annual report in 1880, which indicated that 1,237 children had been cared for up to that time, 161 of them in 1880; and (6) the Rhode Island Roman Catholic Orphan Asylum, Providence, organized in 1861 and reporting 211 inmates in 1880. Reading, writing, arithmetic, &c, are taught where the children do not attend the public schools. Generally some industrial employments are taught.—(Reports and returns.)

For statistics, see Table XXII of the appendix, and a summary of it in the report of the Commissioner preceding.

EDUCATIONAL CONVENTION.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The thirty-fifth annual meeting was held January 15–17, 1880. On the first day, in the grammar and primary department, "Primary school occupations" and "Our free

schools from the standpoint of a business man" were discussed, while in the higher department the papers were "The study of natural history as a mental discipline," and "Suggestions on teaching English literature," in which a thorough and systematic study of the text of a few great classics was advocated as the true method. At the evening session Rev. E. G. Robinson, president of Brown University, addressed the meeting on "What constitutes an education?" The second day's proceedings opened with the election of committees, after which Mr. Wm. E. Foster, of the Providence Public Library, presented a paper on "The relation of the libraries to the school system," in which, after explaining the functions of the school system, he showed how the library, by its collections and resources, may be supplementary to them. The subject of "Supplementary reading in primary and grammar schools" was next considered, and in this, too, the need of school libraries was maintained, the libraries to contain books of an instructive and substantial character, the pupils of these grades to be trained to read such works. Papers on "Oral instruction" and on "The present condition of the study of the English language" were next in order, while the evening session was devoted to short addresses on educational subjects. The last day was given up to business, such as the reports of the committee on necrology, on resolutions, and on finance, at the termination of which the meeting adjourned.—(Report of proceedings.)

CHIEF STATE SCHOOL OFFICER.

Hon. THOMAS B. STOCKWELL, *State commissioner of public schools, Providence.*

Mr. Stockwell has been annually reëlected since 1874. During the earlier years of the decade Hon. Thomas W. Bicknell served.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Number of white youth of school age (6–16).	84,204	.....	84,204	.....	85,678
Number of colored youth of school age (6–16).	125,172	.....	145,127	.....	152,293
Total school population (6–16).	209,376	.....	230,102	.....	237,971
Whites enrolled in the public schools.	32,222	37,687	37,218	45,774	47,001
Colored enrolled in the public schools.	33,834	38,635	46,535	58,964	63,415
Total enrolment	66,056	76,322	83,753	104,738	110,416
SCHOOL DISTRICTS AND SCHOOLS.					
Number of school districts	460	462	463	429	428
Free public schools	1,639	1,919	2,081	2,353	2,580
Number of school-houses	1,478	1,870	2,017	2,209	2,347
Schools built during the year..	104	226	109	192	118
School-houses owned by districts.	143	239	384	576	701
Cost of new school-houses.....	$13,254	$11,506	$8,559	$22,341	$13,486
Valuation of school-houses	189,514	220,448	242,086	272,986	313,290
TEACHERS AND THEIR PAY.					
Men teaching in public schools.	1,185	1,363	1,439	1,625	1,773
Women teaching in public schools.	713	822	935	1,002	1,082
Whole number of teachers	1,898	2,185	2,374	2,627	2,855
Number of white teachers.....	1,451	1,687	1,684	1,772	1,876
Number of colored teachers....	447	498	690	855	979
Average monthly pay of men..	$35 00	$32 55	$33 78	$32 81	$31 64
Average monthly pay of women	35 00	31 25	32 06	30 39	29 21
INCOME AND EXPENDITURE.					
Total receipts for the public schools.	$241,000	$411,956	$420,254	$478,767	$489,543
Total expenditure for the same.	.....	282,451	369,433	431,500	426,463

OF SOUTH CAROLINA—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
.....	83,813	.....	.....	.....	.....	.....
.....	144,315	.....	.....	.....	.....	.....
.....	228,128	.....	.....	.....	.....	.....
52,283	46,444	54,118	58,368	61,219	I. 2,851	I. 28,997
70,802	55,952	62,121	64,095	72,853	I. 8,758	I. 39,019
123,085	102,396	116,239	122,463	134,072	I. 11,609	I. 68,016
427	437	437	445	479	I. 34	I. 19
2,776	2,483	2,922	2,901	2,973	I. 72	I. 1,334
2,465	2,084	2,552	2,675	2,749	I. 74	I. 1,271
118	25	56	81	77	D. 4	D. 27
819	597	589	618	713	I. 95	I. 570
$12,773	$2,775	$3,884	$5,556	$8,059	I. $2,503	D. $5,195
326,063	294,907	340,615	357,602	351,016	D. 6,586	I. 161,502
1,914	1,639	1,844	1,934	1,887	D. 47	I. 702
1,154	1,035	1,273	1,232	1,284	I. 52	I. 571
3,068	2,674	3,117	3,166	3,171	I. 5	I. 1,273
1,981	1,725	2,091	2,090	2,048	D. 42	I. 597
1,087	949	1,026	1,076	1,123	I. 47	I. 676
$30 40	$28 32	$28 22	$25 54	$25 24	D. $0 30	D. $9 76
28 86	26 87	25 42	23 84	23 89	I. 05	D. 11 11
$457,260	$189,353	$316,197	$304,167	$440,111	I. $135,944	I. $199,111
423,871	226,021	319,030	319,320	324,629	I. 5,309	.....

STATE SCHOOL SYSTEM.

OFFICERS.

The only elective school officers within the decade have been a State superintendent of education (chosen for 4 years' terms till 1878 and since that time for 2 years' terms) and a school commissioner for each county (chosen throughout the decade for two years' terms). Appointed officers have been, throughout, 2 persons in each county, to be associated with the county commissioner as a county board for examination of teachers, and 3 persons in each school district, appointed biennially by these county boards to manage local educational affairs. Since 1878 there have been 4 persons appointed biennially by the governor to form, with the State superintendent, a State board of examination, which has taken the place of an unwieldy State board of education composed previously of the State superintendent and all the county school commissioners. This board of examination has since its institution appointed the two associates of each county school commissioner, whom he previously himself appointed to aid him in examining teachers.

OTHER FEATURES OF THE SYSTEM.

The school age recognized is 6 to 16, and, till 1878, a census of children of this age was taken. Since then there has been no provision for it, and there appears to be no restriction of school attendance to persons of this age. In the earlier years of the decade a tax was required to be levied in every school district, to be added to a State poll tax of $1 on each voter and to a further State levy for the support of public schools. Since January, 1878, this district tax has not been called for,[1] and the State schools have had to depend upon the proceeds of a State school tax of 2 mills on $1 and of the poll tax now retained and to be used in the county in which it is collected. In Charleston the tax is 1 mill on $1 since 1878; previously it was 1½ mills. By the constitution of 1868 all State schools were made free to all youth of the State without regard to race or color, but practically there has been no ability to enforce this rule, and separate schools for white and colored pupils have been maintained, as in the other southern States. Their courses of study and the text books to be used in them have been prescribed by the State board of examiners since 1878, no text book, however, to be changed within five years from its adoption except with consent of the legislature. Teachers for them must have certificates of qualification from either the State board of examiners or that of the county in which they intend to teach;[2] in Charleston, from the city school authorities. To receive their pay they must make monthly school reports of attendance and studies according to the prescribed State forms. The basis for the distribution of State school funds is, according to the constitution, the number of attendants so reported; by law of 1878, the average number. Visitation of the schools with a view to the stimulation and improvement of them is required of the State superintendent, county school commissioners, and district trustees.

GENERAL CONDITION.

In what proportion the youth in need of training were brought into the State schools cannot be told at present, no State census of such youth having been taken since 1877 and the figures of the tenth United States census not having become available as this goes to press. But the State superintendent's report for 1880 shows an absolute increase of 2,851 in the enrolment of whites and of 8,758 in enrolment of colored pupils, 11,609 in all, more than twice as large a gain as in Connecticut, New Jersey, New York, and Pennsylvania combined. This plainly shows how highly even the slender education given in the brief school terms of only about four months has come to be appreciated, and how eagerly both the white and colored parents are hastening to secure it for their children. If the State tables showed also the average attendance, the amount of educational benefit received would be much more perceptible. But that much increase of such benefit must have come from so many thousands more being busy with their studies instead of either idling or working in the fields is evident enough. And from what is said by Superintendent Thompson of the increased efficiency and qualification of the teachers, through the closer and more rigid examinations of late years, there is ground for believing that the education given now is better than at any former period, whatever improvement it may still require. One great step toward better teaching was taken in 1880 by holding (through generous

[1] Winnsboro and Chester have by special petition secured permission to levy local taxes for their schools.

[2] In the earlier years, from the State superintendent or county board.

aid from the Peabody fund trustees) an animated State teachers' institute, in which the philosophy and the methods of the improved instruction of the day were presented by competent professors. Then, too, the teachers in 1880 worked with more encouragement, because, through an increase of receipts for schools, old debts for teaching were in many cases paid and the current pay made surer than for years before.

RÉSUMÉ FOR TEN YEARS.

The only absolute increase in the decade of youth that ought to be in the schools has been, as shown by the State censuses up to August, 1877, all on the colored side. The figures of the latest of these numberings (somewhat doubtful as to accuracy) even indicate a decrease of some hundreds of white youth; but the colored at that date numbered 19,143 more than in 1870–'71, making the reported growth of school population in seven years 18,752. Perhaps 10,000 more would cover the further growth to 1880. But such has been the zeal for education in the free schools, that the attendance in them of the whites alone exceeded this whole increase of youth of school age of both races, while the attendance of colored youth advanced so rapidly as to make the total enrolment in free schools 39,264 more in 1880 than the estimated increase of young people to be instructed. Allowing for very many duplicate enrolments, this shows how much the schools have grown in favor and how eagerly the poor whites and the colored people are availing themselves of the new advantages for the young members of their families. And as the increase of teachers (1,273) has been well proportioned to the increase of attendance in State schools, as the qualifications of many of these teachers have been much advanced, and as public interest has been more and more directed toward improvement of both schools and teachers, there appears to be good ground for the belief that fair foundations for future development have been laid. This much may be said, though there was in 1877 a great step backward in the breaking up of the State Normal School at Columbia, thus leaving all training of teachers to mere private enterprise or to the heavily tasked resources of the Peabody fund aid. This aid has come in to train specially good teachers from the State at the Normal College, Nashville, Tenn., and in 1880 to give institute instruction, as before detailed, and private or church enterprise has done useful work; but a revival of the State school for normal training under legislative auspices is still desirable, as is a special State institution for training colored teachers.

CHANGES OF SCHOOL LAWS.

The main changes in the school laws of the State within the decade have been already included under the preceding heads.

AID FROM THE PEABODY FUND.

The trustees of Mr. Peabody's munificent donation for the improvement of southern public schools have granted to South Carolina, in the 10 years up to and including 1879–'80, a total of $24,050, used, in the earlier years, for advancing graded school instruction; in the later ones, for improving the qualification of teachers. The annual sums thus granted have ranged from $200 to $5,000, the latter amount in 1875.

KINDERGÄRTEN.

Only 2 of these excellent means of preparing young children for further education appear to have been established in this State, one in connection with the Williamston Female College, Williamston, in 1876, the other in the Charleston City Orphan House, apparently in 1879.

CITY SCHOOL SYSTEM.

CHARLESTON.

Officers.—The officers of the school board consist of a commissioner from each ward, elected by the people, and a superintendent, elected by the board.

Statistics.—Taxable property valuation, $26,422,000; amount raised for schools by a tax of 1 mill on a dollar, $21,703; school population, 12,727 children—5,873 white and 6,854 colored. The city had 1 frame and 4 brick school buildings valued at $125,000, containing 91 classes, with an attendance of 7,284 (an increase of 509), taught by 91 teachers, 86 of whom were females, 85 white southern, and 6 colored, of whom 1 was from the North; 17 were third grade, 51 second, and 23 first grade teachers. The 5 male teachers were paid an average monthly salary of $126.66; the females, $38.70. Income, $65,142; expenditures, $62,811.

Comparing the statistics of 1879–'80 with those of 1870–'71 there was an increase of 1,043 in population, of 2,216 in enrolment, and of 23 in teachers, while in receipts there was a gain of $43,285 and in expenditures of $22,358.—(State reports.)

For high school, see Secondary Instruction.

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

From 1874 to June, 1877, the State trained teachers for its schools in a normal school of its own at Columbia. At that time this training was discontinued from lack of legislative appropriation for it, and up to 1880 it had not been resumed. The only normal training continued throughout the decade has been in the Avery Normal Institute, founded at Charleston, in 1865, under the auspices of the American Missionary Association. Claflin University, Orangeburg, gave such instruction during the earlier and later years, first in a 2 years' course, and later in one of 4 years, in which were 86 normal students in 1880, with an indeterminate number in higher normal and preparatory studies.

The *Avery Normal Institute* (for colored pupils), at date of July 1, 1880, reported 3 resident instructors and 6 non-resident teachers and lecturers, 60 male and 87 female normal students, 103 male and 190 female other students in attendance during the year, and 18 graduates, 4 of whom had engaged in teaching. The whole course of study, beginning with primary elements, required 11 years of 40 weeks each. Drawing and vocal and instrumental music were taught. There was a library of 200 volumes and a small collection of models, casts, apparatus, and examples for free hand drawing.—(Return.)

Fairfield Normal Institute (for colored pupils), Winnsboro', founded in 1869, reported on June 4, 1880, an appropriation of $600 from the State and $250 from the county, 4 resident instructors, 70 normal students, and 270 other students during the year, 35 graduates who received certificates for teaching, and 70 previous graduates who had engaged in teaching. The full course of study, beginning with primary elements, covered 6 years, with an annual session of 40 weeks. A model school attached to the institution, supplied with models, casts, apparatus, and examples for free hand drawing, afforded instruction in drawing. Vocal and instrumental music were taught, and students on completion of the course received certificates. Of its pupils 100 were preparing to be teachers and 20 to be ministers. A class in geometry was reported by the principal to compare favorably with any he ever taught before among white or colored.—(Return and Presbyterian Record, May, 1880.)

The *Normal Department of Brainerd Institute* (for colored pupils), Chester, founded in 1874, had on June 30, 1880, 3 resident teachers, 20 normal students, and 120 others in attendance during the year, as well as primary scholars; a course of 2 years, each of 36 weeks; a library of 60 volumes; 1 educational journal; and a small chemical laboratory. Instruction was given in vocal music and drawing. Much had been done to supply the region with teachers and with better facilities; the outlook was encouraging.—(Return and report of Presbyterian committee of missions for freedmen, May, 1880.)

TEACHERS' INSTITUTES.

Under the head of General Condition, reference has been made to a State institute held through aid from the Peabody fund trustees. Held at Wofford College, Spartanburg, for white teachers, it was largely attended by both citizens and teachers, and seems to have inaugurated a new era in State school teaching. The exercises, August 3–27, were under the charge of Principal F. Louis Soldan, of the St. Louis Normal School, Mo., assisted by Prof. E. S. Joynes, of the State Normal College, Nashville, Tenn., and 4 other skilled instructors, with addresses from several college presidents and from the State school commissioner of Georgia. The teachers present, 197 in all, were divided into classes, and had instruction in the science of education, in the English language, and in methods of teaching grammar, arithmetic, geography, singing, and reading, more general topics being discussed in afternoon and evening lectures. The effects of the institute appear to have been of the most healthful kind. A new interest in the studies gone over and an eager zeal to test the improved methods of instruction in them were widely excited in the teachers present, some of them prolonging throughout the session an attendance that had been meant to be only temporary.

A county institute for colored teachers was held in Charleston in October, 1880. This lasted for a week, under the leadership of the commissioner of Charleston County, with the aid of the principals of two Charleston City schools and of a professor in Charleston College. The attendance reached 62, and from the excellent instruc-

tion given it was hoped that valuable results would manifest themselves in the school sessions of 1880–'81.

Superintendent Thompson had some hope of obtaining from the legislature permission to use a small special school fund for the continuance, in another year, of this institute instruction for both races.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent reported 3,989 pupils in branches higher than those prescribed, but makes no allusion to any high school except that at Charleston. This school had been removed to a commodious building, fitted with new and improved furniture, sufficient to meet all the requirements of such a school. With the possession of its new house, the school was thoroughly reorganized, extending the course of studies through 4 years, prescribing the qualifications of admission and graduation, and assigning each teacher to one branch which he should teach in all the classes, and to which he should be confined. The studies prescribed by the board of supervisors were compulsory, except that French and German might be taken in the place of Greek. It was intended to establish a gymnasium in charge of a competent teacher. (State report and high school report.)

OTHER SECONDARY SCHOOLS.

For private academies and preparatory departments of colleges, see Tables VI, VII, and IX, in the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of 7 universities and colleges reporting, 6 had a total of 260 students in collegiate departments during 1879–'80, under 36 professors and instructors. One of the 7, Furman University, Greenville, reports 83 students in preparatory studies, but does not give the number in collegiate. All but the College of Charleston (which depends on the city high school for its pupils) have preparatory courses of 2 or 3 years, and all have collegiate courses of 4 years leading to the degree of A. B., though in Furman University the arrangement is that of independent schools rather than the ordinary classical course. Scientific courses of 3 or 4 years are found in 4; commercial, in 3; philosophical, in 1; normal and theological, in 1. German was taught in 6 and French in 5. All but 1 are under denominational influence, this being in 2 cases Presbyterian, in 2 Methodist, in 1 Baptist, and in 1 Lutheran. Only 2 of them were organized during the last decade, Claflin University and Adger College.

Claflin University and South Carolina Agricultural College, Orangeburg, was organized in 1870 under the name of Claflin University, and the agricultural department was added in 1874. The courses are classical, agricultural, scientific, theological, normal, and preparatory. There is also a grammar school of 2 years, which, it is said, will be necessary until the common schools shall improve. The number of students attending in 1880, in all departments, was 388. Of these, 20 were undergraduates, 126 were in normal and preparatory departments, and the remainder were in the grammar school.—(Catalogue, 1880.)

Adger College, Walhalla (Presbyterian), organized in 1877, presents a collegiate classical course of 4 years, a commercial and scientific course of 3, a partial course, and a preparatory department.

The *University of South Carolina* (non-sectarian), organized in 1805, was closed in 1877 through failure of legislative appropriation for its maintenance, and remained closed in 1880.

For statistics of colleges and universities reporting, see Table IX of the appendix; and for a summary, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Four colleges for young women report from this State, situated respectively at Due West, Walhalla, Greenville, and Williamston, all being authorized by law to confer collegiate degrees. For statistics, see Table VIII of the appendix, and a summary in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

In the South Carolina Agricultural College and Mechanics' Institute of Claflin University, Orangeburg, there is a scientific and agricultural course of 4 years, which is especially adapted to the wants of those who desire a higher education for industrial pursuits. The college has an experimental farm of 116 acres, which, with other lands under the control of the Claflin board, contains about 150 acres of choice land, mostly under cultivation. There is a carpenter shop for practical instruction, and other mechanical departments will be opened as means shall warrant. Students are paid for labor, and can thus aid materially in their own support during the collegiate term. About $5,000 annually are appropriated from the agricultural land grant fund to sustain this institution, which is for colored students and admits both men and women.

A similar institution for whites was established in 1880 at Columbia, but no detailed information regarding it is at hand.

PROFESSIONAL.

Theological instruction was given in the Theological Seminary of the Presbyterian Church, Columbia, and in Baker Theological Institute, Methodist Episcopal, a department of Claflin University. The former had 26 students during 1879–'80, but in the fall of 1880 it was suspended on account of loss of funds and teachers, to be reopened, it is hoped, in 1882.—(Return.)

The *Medical College of the State of South Carolina*, Charleston ("regular"), reports 72 students in 1879–'80 and 25 graduates, but conferred the medical degree on 30 and a degree in pharmacy on 2. The course is of 3 years, including 2 lecture terms of 20 weeks each. No preliminary examination was required for admission.—(Return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The South Carolina Institution for the Education of the Deaf and Dumb and the Blind, Cedar Spring, founded in 1855, reported 56 pupils admitted in 1880, with an average attendance of about 46. Instruction is given in the English branches and Latin, also in broom and brush making and in bead work. A teacher of articulation was employed for the first time in 1880.—(Report and return.)

EDUCATION OF ORPHANS.

In answer to inquiries respecting homes and asylums for orphan or dependent children information was received from the Holy Communion Church Institute, Charleston, which was incorporated in 1876 but organized in 1867; it had admitted 2,100 pupils, between 10 and 18 years of age since the foundation, and reported 125 resident and 81 day scholars in 1880, who were taught the ordinary English branches and linear drawing. Workshops are to be added in a year or two. The Thornwell Orphanage, Clinton, incorporated in 1872 and organized in 1876, reported 41 inmates between 5 and 13 years of age since the foundation and 28 in 1880. They are taught, in addition to the common branches and instrumental and vocal music, farming, printing, house painting, bracket sawing, sewing, cookery, and laundry work. The Charleston Orphan House reported for 1879 as follows: Inmates, 235; Kindergarten and common school instruction given; also, teaching of sewing, laundry, and kitchen work.—(Returns and reports.)

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATIONS.

The school laws throughout the decade have required the county school commissioners to encourage the formation of associations of the teachers for mutual improvement, and also have required them to attend the meetings of such associations and give such advice and instruction as to their management as might contribute to their efficiency. But with the exception of 6 held in 1875, with an attendance of 60, of 4 in 1876, of 5 in 1878, of 24 in 1879, with unknown numbers, and of the 2 teachers' institutes in 1880, with an association meeting growing out of one of these, there is no note in the State reports of either county or State associations.

CHIEF STATE SCHOOL OFFICER.

Hon. HUGH S. THOMPSON, *State superintendent of education, Columbia.*

[Second term, January 1, 1879, to January 1, 1881.]

Hon. J. K. Jillson was superintendent from 1868 to 1876; since then Mr. Thompson has filled the place and was again reëlected in 1880 for the term from January 1, 1881, to January 1, 1883.

SUMMARY OF EDUCATIONAL STATISTICS

	1873–'74.	1874–'75.	1875–'76.
POPULATION AND ATTENDANCE.			
White youth of school age *a*	316,528	.....	325,312
Colored youth of school age *a*	103,856	.....	108,819
Whole number of school age *a*	420,384	426,612	434,131
Whites in public schools	.....	.....	.....
Colored in public schools	.....	.....	.....
Whole public school enrolment	258,577	199,058	194,180
Average daily attendance	161,089	136,805	125,908
Enrolment in private schools	.....	.....	*d*31,416
Average daily attendance in the same	.....	.....	*d*17,820
Pupils in public and private schools	.....	.....	.....
Average daily attendance in both	.....	.....	.....
SCHOOLS AND SCHOOL PROPERTY.			
Public schools for white youth	4,227	.....	3,070
Public schools for colored youth	923	.....	827
Whole number of public schools	5,150	3,942	3,897
Graded public schools	.....	.....	152
Consolidated schools	.....	174	156
Public school-houses	.....	.....	3,156
Value of same with sites, furniture, &c	.....	.....	$1,048,944
Average time of public school, in days	85	74	72
Private schools reported	.....	.....	*d*1,083
TEACHERS AND THEIR PAY.			
White teachers in public schools	4,630	3,384	3,396
Colored teachers in public schools	921	781	814
Whole number in public schools	5,551	*c*4,210	4,210
Average monthly pay of teachers	$33 03	$30 85	$32 18
Teachers in private schools	.....	.....	*d*1,251
Whole number in private and public schools	.....	.....	.....
INCOME AND EXPENDITURE.			
Whole income for public schools	$998,459	$740,316	$838,735
Whole expenditure for public schools	977,376	703,358	698,220
STATE SCHOOL FUND.			
Amount of permanent fund	$2,512,500	$2,512,500	$2,512,500

a The school age was 6-21 till 1879, when it was made 6-18.
b From 11 out of 94 counties there was no report for white pupils; from 2, none for colored.
c A later number returned from 89 counties.

OF TENNESSEE—1873-'74 TO 1879-'80.

1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.		Increase or decrease since 1875-'76.	
330,935	336,817	388,355	403,353	I.	14,998	I.	78,041
111,523	112,100	126,288	141,509	I.	15,221	I.	32,690
442,458	448,917	514,643	544,862	I.	30,219	I.	110,731
b171,535	206,810	208,858	229,290	I.	20,432	.....	.....
b43,043	54,342	55,829	60,851	I.	5,022	.....	.....
c227,643	261,152	264,687	290,141	I.	25,454	I.	95,961
142,266	172,198	186,162	191,461	I.	5,299	I.	65,553
28,291	31,730	35,077	41,068	I.	5,991	.....	.....
17,213	22,060	23,789	28,407	I.	4,618	.....	.....
.....	292,882	299,694	331,209	I.	31,515	.....	.....
.....	194,258	209,951	219,868	I.	9,917	.....	.....
3,640	4,205	4,385	4,334	D.	51	I.	1,264
964	1,141	1,227	1,188	D.	39	I.	361
4,604	5,346	5,612	5,522	D.	90	I.	1,625
196	243	267	232	D.	35	I.	80
171	257	275	267	D.	8	I.	111
3,388	3,575	3,793	4,045	I.	252	I.	889
$1,045,266	$1,051,399	$1,162,685	$1,066,995	D.	$95,690	I.	$18,051
70	77	69	68	D.	1	D.	4
1,025	988	1,287	1,450	I.	163	.....	.....
4,013	4,457	4,735	4,707	D.	28	I.	1,311
988	1,135	1,267	1,247	D.	20	I.	433
5,001	5,592	6,002	5,954	D.	48	I.	1,744
$28 53	$28 12	$25 67	$26 66	I.	$0 99	D.	$5 52
1,147	1,162	1,467	1,665	I.	198	.....	.....
.....	.....	7,469	7,619	I.	150	.....	.....
f$718,423	$904,428	$785,051	$799,217	I.	$14,166	D.	$39,518
f699,513	794,232	710,652	724,862	I.	14,210	I.	26,642
$2,512,500	$2,512,500	$2,512,500	$2,512,500	.....	.....	.....	.....

d Reported from 66 counties.
c Includes 45 unclassified.
f Returns to Bureau of Education.

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public schools, nominated biennially by the governor and confirmed by the senate, has general supervision of the school system. Since 1875, he has been aided by a State board of education, composed of the governor and six civilians appointed by him, with change of two biennially. Each county court chooses biennially "a person of literary and scientific attainments and, if practicable, of skill and experience in teaching" as county superintendent. His duties have been increased since 1879 by imposing upon him the chief responsibility for the management of county school finances, &c. Three school directors are chosen in each school district by the voters for three years' terms, with change of one each year. Until 1873, three district commissioners, elected for two years' terms and acting as a board of education, fulfilled duties similar to those of the district directors.—(Laws of 1870, 1871, 1873, 1875, and 1879.)

OTHER FEATURES OF THE SYSTEM.

The schools, which are separate for whites and blacks, are sustained by the proceeds of a State school fund of $2,512,500, bearing interest at 6 per cent., by a poll tax of $1 annually (50 cents until 1873) on each male citizen; by a State tax, since 1873, of 1 mill on the $1 of all taxable property, and, if necessary in order to keep the schools open five months, by another county tax, the whole sum not to exceed the entire State tax. Until 1875, a district tax for purchasing school furniture, building school-houses, &c., was allowed. The distribution of the school fund is according to the last annual enumeration of children of school age, which age was 6 to 18 until 1879, then 6 to 21. Teachers to be employed and to receive pay must have duly authorized certificates. The studies required in the public schools were orthography, reading, writing, arithmetic, grammar, geography, elementary geology of Tennessee, and history of the United States. Vocal music may also be taught. In 1879, instruction in the elementary principles of agriculture was added and further provision for industrial training was urged.—(Laws of 1870, 1871, 1873, 1875, and 1879.)

GENERAL CONDITION.

The statistics for the year ending August 31, 1880, are for 91 counties, the superintendents of 3 counties failing to report. An advance of 25,454 in public school enrolment and of 5,299 in attendance over the preceding year is noticed, and it is thought that the present system, improved by certain changes made by the law of 1879, will continue to show progress in years to come. Although a slight decrease (of 90) in the number of schools was noted, 252 more buildings for school purposes were reported. The average monthly salary of teachers also increased 99 cents. The income for public schools, minus balances on hand, was larger by $14,166. Where the public schools do not show advance, traces of a desire for schooling may be seen in the reports from private schools. In these schools a marked increase in enrolment and attendance and in the number of schools was noticed, and, although the public school teachers diminished in number, so great was the increase of those employed in private schools that the total for the State increased by 150. The State superintendent says that, while the school system is not yet what it should be, its benefits are increasing continuously, and it bids fair to override opposition and to extend its advantages to all who may stand in need of them. Higher standards are being instituted for teachers, and they seem to be trying to gain through institutes and other means a knowledge of the best methods of imparting information. The people too are manifesting great interest in education, and suggestions of Superintendent Trousdale in regard to grading district schools and in regard to holding normal institutes have been adopted in part, so that the future outlook is promising.[1]—(State report.)

RÉSUMÉ FOR TEN YEARS.

The system of public schools in this State attempted to be established by act of 1870, although it contained many excellent features, virtually failed because of its inherent weakness as a whole. It was neither a State nor a county system distinctively, but drew its leading characteristics from both; consequently, wanting a general head, it lacked unity and vitality. The law embodied the essential elements of an efficient general system of elementary schools, but it needed to be supported by corresponding action on the part of the people, as there was no general or county leadership of school interests provided for and as even the existence of schools in any county was left wholly to the people's choice. In 1872, when the State was canvassed by the State agent of the Peabody fund, there was not a single school to be found in some of the

[1] These suggestions were made with special reference to the year 1880-'81, and will be more fully noticed in the report of the Commissioner for that year.

counties, nor were any efforts made by the citizens to remedy the deficiency. His report was the means of the passage of the law of 1873 restoring State and county supervision. Prior to that, only 29 counties levied any school tax and in some of these the tax was merely nominal. The reorganization aroused some of the counties to supplement the State tax, but in 1873 there were 25 counties not levying an additional tax, and in 1874 some 27 failed to raise one. Since then the march of progress has been slow but steady, and 84 out of 94 counties have by levying a tax endeavored to further the educational movement. A glance at the statistical table will show where the advance is most apparent. What is now most needed seems to be a strongly supporting public sentiment and capable and efficient teachers, so that, through harmonious cooperation, one system will be formed from the primary school to the university.—(Laws, 1873; State report, 1880; address of H. M. Doak, at the Nashville centennial, &c.)

AID FROM THE PEABODY FUND.

During the decade the trustees of this fund have given $187,000 towards the permanent establishment of a good school system in this State. Starting out with $22,000 in 1870, the largest amount, $36,800, was furnished in 1873–'74. Since that date, the schools being on a firmer basis, the annual help has been less, and in 1880 was only $1,900, besides what was given to the normal college. That amount was divided as follows: Congressional district institutes, $1,000; colored institutes, $300; Jackson City graded schools, $600. This last grant to the city schools was to aid in the continuance of the graded system which had just been organized and which was liable to suffer from a deficit of the school fund. Forty bronze medals were also supplied by the general agent to be offered as an incentive and reward to meritorious scholars in grammar and secondary schools. No medal was to be awarded on less than 90 per cent. general average. The recipients were to be placed on the Peabody roll of medalists.—(Reports of trustees of Peabody fund and State report for 1880.)

KINDERGARTEN.

Two of these schools were reported in 1878 and in 1879, one connected with a Young Ladies' School at Memphis, the other a part of Nashville Academy, Nashville. Nothing has been heard of them for 1880. For statistics of former reports, see Table V of the appendix, and a summary in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

For cities there are boards of education, their number and constitutions being determined by special laws; the members are elected by the people, with partial changes each year. The boards elect superintendents not of their own number.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Chattanooga	12,602	3,061	2,185	1,390	30	$25,621
Knoxville	9,712	2,751	1,759	1,253	29	14,922
Memphis	33,593	.....	4,105	2,389	63	49,000
Nashville	43,543	12,460	6,098	4,299	96	89,343

ADDITIONAL PARTICULARS.

Chattanooga had a school population of 1,961 whites and 1,100 colored; owned 3 and rented 7 buildings for its public schools, affording 27 rooms for study and recitation and 3 for recitation only. The schools were classed as primary, grammar, and high, with an increased enrolment of 298 and 285 more in average daily attendance, reaching a per cent. of such average attendance on average belonging of 95. There were 6 male and 24 female teachers employed through 158 of the 180 days of school year. School property was valued at $37,000; in private and parochial schools there were 350 enrolled. Notwithstanding many disadvantages, there is said to have been creditable progress.—(City report and return.)

Knoxville in 1879–'80 had for its 2,751 children of school age 4 school buildings, with 29 rooms, valued, with furniture, at $26,600, but insufficient in sittings, except by dividing the first and second grades into morning and afternoon classes. The population had increased 692; children of school age, 521; enrolment, 250; and average daily attendance, 323. The per cent. of average daily attendance on number belonging was 94, a gain of 2 per cent. The second year of the new superintendency continued the general improvement in the schools noticed in 1879. Of the new methods introduced

as a result of sending an agent to gather from the model schools of the nation the best methods of instruction and discipline, not one had failed, but had been improved in the hands of apt and skilful teachers. During the year a good building was completed and occupied by colored children as a "free industrial school," an account of which is given under Special Instruction.—(City report.)

Memphis in 1879–'80 had for its school population 10 school buildings, with 63 rooms for study and 3,780 sittings. The schools were classed as primary, grammar, and high; the graded course in the two former covered 8 years; in the high school, 3. Of the 63 teachers 58 were females, the 5 male teachers including the principals of the higher grades. The schools were taught 149 of the 151 days of school year. In the city population there was a decrease of 11,407 as compared with previous year; while the other statistics remained the same, except in expenditure, which increased $19,778.—(Return.)

Nashville.—In the absence of a city report for 1879–'80 we can note only the facts stated in a return. These indicate a general progress, under the continued classification of the schools as primary, intermediate, grammar, and high, the course in the first covering 3 years, in the second and third 2 each, and in the last 3, making in all 10 years. Promotion from grade to grade is allowed only at the end of each school year, as the result of examination at that time. There were 12 school buildings, with 53 rooms, affording sittings for 4,760, and valued, with sites, furniture, and apparatus, at $193,600. The reported population increased 15,583; children of school age, 3,414; enrolment, 1,876; and average daily attendance, 1,108. There was a gain in teachers of 15. Special instruction was given in music, drawing, and penmanship. Private and parochial schools had 8 buildings, with 1,200 sittings and an enrolment of 400.—(Return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *Normal College* in 1879–'80 continued to occupy the buildings of the University of Nashville and to prosecute its work of preparing teachers for the schools. This was done without aid from the State, county, or city, as such, but from the Peabody fund, with $4,000 from citizens of Nashville and vicinity; while the students had the advantage not only of the buildings of the university, but also of its library of 10,000 volumes, chemical laboratory, apparatus for illustrating physics, and museum of natural history. Under the presidency of Eben S. Stearns, D. D., there were 7 instructors and 137 normal students—62 of them from Tennessee—while at the close of the school year 7 baccalaureates and 61 seniors were graduated. Of the baccalaureate class 6, of the senior 14, of the middle 16, and of the junior 6, had maintained an average of 90 per cent. in their studies. The diploma of the university is given to those only that have completed the 3 years' undergraduate course, who receive the degree of licentiate of instruction, the possession of which renders such graduates eligible as teachers in any county of the State without the examination otherwise required by law; while the degree of B. A. is given to such as go through the advanced or baccalaureate course, involving an additional year of study.—(Catalogue of University of Nashville.)

At the *University of Tennessee*, Knoxville, there was a normal school of 4 weeks in the summer of 1880, under 6 instructors and 3 lecturers, with an attendance of 99 pupils, the originator of this movement being Prof. S. H. Lockett, of the university; attendance was free to all.

Of the 13 others reporting in 1879, all but 3 report again in some form for 1880, the East Tennessee University, Athens (1867), and Vanderbilt University, Nashville (1875), showing the same arrangements for normal instruction, but without note of any normal students; Humboldt Normal Institute, Humboldt, a teachers' training course of no specified duration, with 6 students; Knoxville College, Knoxville (1875), a 2 years' preparatory normal course and a 4 years' normal and scientific, with 69 students in the main school and 55 in the East Knoxville branch; Maryville College, Maryville, a normal class organized every year, and 21 normal students; Le Moyne Normal Institute, Memphis (1871), a 2 years' course for teaching, with 122 pupils; Fisk University, Nashville (1866), a normal department of 4 years for the common school course and a 3 years' higher normal, with 166 students in the two, of whom 13 graduated; Central Tennessee College, Nashville (1866), a normal class of 170 in its 3 years' course; Nashville Normal and Theological Institute, Nashville (1866), a 3 years' normal course, with 130 students; and Winchester Normal, Winchester, 249 students, and a normal course which followed Ogden's Outlines of Pedagogical Science.

Besides these, the following presented some report for 1879–'80: Freedmen's Normal Institute, Maryville (1872), with a teachers' elementary course of 2 years and a teachers' advanced course of 1 year, 57 students, and 9 graduates; Warner Institute, Jonesboro' (1877), meant to carry pupils from the alphabet into studies preparatory to college, with 31 normal students up to 1879, but no note of those for 1879–'80; and finally Maryville Normal School, Maryville (1878), presenting courses of study covering 3 years, in which were 75 normal students.—(Catalogues and returns.)

INSTITUTES FOR TEACHERS.

Superintendent Trousdale reports for 1879–'80 that much of the success attending the growth of sound sentiment among the people is due to the congressional district institutes held under his supervision by means of aid from the Peabody fund. Twelve were held during the year at as many given points in the State, being attended by many of the ablest teachers. Twelve others were held for colored teachers, under the auspices and direction of the State Teachers' Institute, also aided by the Peabody fund, resulting in a large measure of improvement of the 266 teachers who attended them. Besides these general institutes there were 254 county institutes or meetings of teachers for conference and mutual improvement.

From accounts given in papers received at this Bureau, the exercises of these institutes seem to have embraced a wide range of practical topics, at once varied and useful.—(State report.)

EDUCATIONAL JOURNALS.

The Tennessee department in the American Journal of Education, at St. Louis, Mo., ceased in 1880 from the death of the editor, W. F. Shropshire, superintendent of Obion County; that in the Eclectic Teacher, at Louisville, Ky., was continued till February, 1880, when, with other information as to State systems, it came to a sudden close.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Schools of this class appear in 1879–'80 in the reports and returns from Chattanooga, Knoxville, Memphis, and Nashville; but the first and third show only the employment of a principal and assistants, without note of pupils or studies for that year;[1] the second shows only studies reaching a respectably high grade in English and Latin; while the last presents distinctly a school with a principal and 6 assistants, 261 pupils, and a good 3 years' Latin and English course.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VIII, IX, and X of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

Many academic schools in this State, under a law allowing what are called consolidated schools, receive public pupils as free scholars so far as relates to pay from themselves or their parents, receiving for their tuition in common school branches a certain rate of pay from the public school officers of the district. The contract with such schools or the teachers in them may also include higher branches if the trustees choose. Some high school instruction is probably thus secured without any specific presentation either of the course, the number of pupils, or the measure of advance.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of the 21 colleges and universities in this State from which recent information has been received, 10 were for both sexes, while 11 were exclusively for men. Six report themselves as non-sectarian and 5 as under Presbyterian, 4 under Methodist, and 2 under Baptist influence, while the Roman Catholic, Lutheran, Protestant Episcopal, and Christian churches were each represented by 1. Five were organized during the last decade and 8 during the previous one; 1 was opened in 1853; 4 dated from 1840 to 1850; 1 was organized in 1808; 1 in 1819, and the oldest, Greeneville and Tusculum College, Tusculum, in 1794. Woodbury College, Woodbury, organized in 1859, is not included in the above summary, no information having been received from it since 1877. The colleges and universities opened during the last 10 years are Mosheim Institute, Mosheim (1870), Christian Brothers' College, Memphis (1871), Vanderbilt University, Nashville, and Southwestern University, Jackson (1875), and Winchester Normal, Winchester (1878). The last seems intended especially to train teachers, but it embraces a fair collegiate curriculum and gives collegiate degrees, the plan being that of independent schools, of which there are 10. Special importance is attached to the principle of coeducation. Mosheim Institute also admits women, but the other 3 organized during the decade are exclusively for men. Vanderbilt University, the most important of these, owes its foundation to Cornelius Vanderbilt, of New York, who, desiring to aid education in the South and West, in 1873 gave $500,000 and subsequently an equal sum for its establishment. Only half of this million could be used for buildings, furniture, &c.; the other half was invested and the income reserved to carry on the institution. Departments of literature and science, of theology,

[1] Memphis, in a report for 1880–'81, presents a high school course of 3 years, with 81 pupils enrolled.

law, and medicine were opened in the fall of 1875; those of dentistry and pharmacy have since been added. The Southwestern Baptist University was opened during the same year, in the buildings of the West Tennessee College, with property valued at $70,000, $68,000 in productive funds, and a department of literature and science and one of law. The Christian Brothers' College, opened at Memphis in 1871, gives instruction in preparatory, classical, scientific, and commercial studies, and had 60 undergraduate pupils in 1879–'80 against 37 in 1873.

The 19 colleges and universities which report the number of students attending in 1879–'80 had a total of 1,996 undergraduates. All had preparatory departments, 11 beginning with primary studies and generally having low standards for collegiate work; all had classical courses, usually of four years, for the degree of A. B., although in 7 the plan was that of independent schools, 11 also made provision for scientific study, 4 for graduate, and 6 for normal, 9 prepare for business, 11 give more or less instruction in theology, 3 have departments of law, and 3 of medicine.

Carson College, Mossy Creek, received a gift of $15,000 in real estate to aid in the education of theological students; Central Tennessee College, Nashville, $300 in small amounts for the same purpose; and the University of the South, Sewanee, 2,000 books and 1,500 pamphlets from Rev. Theo. Nole.

The *University of Tennessee*, Knoxville, was formerly known as East Tennessee University and chartered as such in 1808. In 1879 the name was changed, and the university, united with the agricultural college, became fully a State institution. The governor was authorized to appoint a board of visitors on behalf of the State, whose duty it is to visit the university at least once a year and report to him. The law also makes it the duty of school superintendents to hold annual competitive examinations of applicants for appointment as State cadets. The course of study has been materially modified, greatly enlarged, and its flexibility increased by the further adoption of the elective principle, though under careful supervision; the enlargement being mainly in the sciences relating to agriculture and the mechanic arts. The departments remain as before, viz: collegiate, subcollegiate, and medical. In the collegiate department, besides 2 general courses for the degree of B. A. and B. S., are 5 technical courses also of 4 years, and 2 special ones of 2 years each, which will be further noted under scientific instruction. As a further step in the direction of practical education a business course has been arranged, also a norunal course of 2 years. There were in the collegiate department of the university 154 students and in the preparatory 131, a total of 285 in 1879–'80 against 300 in 1875–'76. It appears, from a careful comparison of the statistics for 5 years, that while the whole number of students decreased very slightly there was a considerable increase in the proportion of collegiate to preparatory students. The results show not only a steady progress within the university, but also the growing ability of the schools (in large part, it is claimed, through the agency of the university) to prepare their pupils for collegiate work. In only one point has the university failed to show the progress which its friends hoped for: the number of State students in 1875–'76 was 65 per cent. of that allowed by law, while in 1878–'79 it was only 63 per cent. The proportion in 1879–'80 is not given.

For statistics of colleges reporting, see Table IX of the appendix; and for a summary of these statistics, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Out of 16 colleges and seminaries exclusively for women recently reporting from this State (all but 2 of them authorized by law to confer collegiate degrees), 11 report a total attendance of 1,248 students in all departments during 1879–'80. A large majority were denominational institutions. Three only were organized during the decade. Of the 11 reporting, all teach French, all but 1 both French and German, while 2 add Italian and 1 Spanish. For further statistics, see Table VIII of the appendix, and for a summary, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Provision is made for instruction in a variety of scientific and technical branches in the State University, Knoxville. There are 5 technical courses of 4 years, viz: (1) in civil engineering, (2) in mechanical engineering, (3) in mining engineering, (4) in agriculture, and (5) in applied chemistry. There are also 2 partial courses, each of 2 years, for students whose time or means may not allow a full one. One is a course in practical agriculture; the other, a surveyor's course in applied mathematics. In the former students work on the farm and study on alternate days, being paid for work according to a fixed scale of prices, and are thus enabled to pay their board by the proceeds of their labor. Tuition is free to all State appointees; and it is hoped by means of this short course to bring the advantages of the university within the reach of the largest number of the farming community. General courses in science are found

in 10 of the other universities and colleges, some of them also having courses in civil engineering.

For statistics of scientific schools reporting, see Table X of the appendix, and for a summary of it, the report of the Commissioner preceding.

PROFESSIONAL.

The *theological* schools reporting are the Theological School of Cumberland University, Lebanon (Cumberland Presbyterian), Nashville Normal and Theological Institute (Baptist), Fisk University Theological School, Nashville (Congregational), the theological departments of Central Tennessee College and of Vanderbilt University, Nashville (both Methodist Episcopal), the theological department of the University of the South, Sewanee (Protestant Episcopal), and the theological department of Burritt College, Spencer (Christian). All but Burritt College report courses of theological study covering 2 or 3 years; in this, the length of course is not given. No examination for admission beyond the common English branches is required by any, as far as can be ascertained. Three were organized since 1870, that of Vanderbilt University in 1875, that of the University of the South in 1878, and that of Burritt College in 1879. The Nashville Normal and Theological Institute (organized in 1866) is an unincorporated missionary training school for preachers and teachers. It had 50 students in 1879–'80. The other 6 institutions reported an attendance for the year of 167. Besides the colleges mentioned, 3 others give theological or biblical instruction in connection with the collegiate course.

Legal training is given in courses of 2 years in the law school of Cumberland University, Lebanon, in that of Vanderbilt University, Nashville, and at Central Tennessee College, Nashville. The last is reported now for the first time, and appears to have been recently established, but the date of its opening is not given. There were in Vanderbilt University 53 students of law during 1879–'80; in Cumberland, 38, of whom 27 were graduated in 1880, and in Central Tennessee College, 2 students in the junior class. A fine building has recently been erected for the law department of Cumberland University, in great part through the munificence of Judge Robert L. Caruthers, after whom the hall is called.

The "regular" *medical* schools are the Nashville Medical College (a department of the University of Tennessee, Knoxville), organized in 1876; Meharry Medical Department of Central Tennessee College, Nashville; the medical department of Vanderbilt University, Nashville (1874); and the medical department of the University of Nashville (1855). The faculty of the last named seems to be identical with that of the Vanderbilt Medical School, as also is the length of lecture course, which covers only about 19 weeks, a week less than the minimum course prescribed by the American Medical Association. Students must attend 2 such courses in order to graduate, besides having spent "at least 33 months" in medical study. A year at Vanderbilt University in the schools of chemistry, physics, and natural history is accepted as an equivalent for one year of medical study. A 3 years' graded course is recommended, but not required. The medical department of Tennessee University presents a 2 years' course of 24 weeks, besides 1 year of previous medical study. There is no preliminary examination for admission. Meharry Medical Department, one of the two institutions in the United States for the medical education of colored students, presents the ordinary 3 years' course, the 2 lecture sessions being of 20 weeks each, and proposes soon to require a 3 years' graded course, in which no extra charge will be made for the last year. A new building for the school, completed in 1880, was erected principally through the generous donations of members of the Meharry family.

Departments of *dentistry* and of *pharmacy*, as has been already noted, now form a part of the course in Vanderbilt University; provision is also made for dental training in the medical department of the University of Tennessee. The dental training in both schools requires attendance on 2 lecture courses of 5 months each, with approved dental work, both operative and mechanical; the pharmaceutical, at Vanderbilt, a like attendance, with 3 hours of practical work daily in the laboratory and pharmaceutical manipulations one afternoon each week, in place of the usual 4 years' apprenticeship. The Tennessee College of Pharmacy, formerly at Nashville, has temporarily suspended.

For statistics of the above schools, see Table XIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Tennessee School for the Deaf and Dumb, Knoxville, dating from 1845, had 114 inmates in 1880 and 111 remaining in December of that year. The instructors were 7 in number. The biennial report for 1879 and 1880 has not reached this Bureau as this goes to press, but it is presumed that the common school branches and the industrial employments heretofore reported are continued.—(Annals of the Deaf and Dumb.)

EDUCATION OF THE BLIND.

The Tennessee School for the Blind, Nashville, dating from 1846, reports that the remodelling of the building, which has been in progress for several years, has now resulted in a large, convenient, and well planned establishment, and that while these repairs involved a diminution in the number of inmates received, there were 67 pupils under training in 1879 and 1880, while in December, 1880, there were 35 present. The act by which an appropriation was made for the enlargement of the building limited the applications for admission by specifying a certain age. The hope is expressed that in order not to exclude many worthy persons, scattered throughout the State, such limitation will be removed and sufficient funds appropriated to admit all. The common and some of the higher branches were taught; also, calisthenics, music (on different instruments), piano tuning, and various industrial employments.—(Biennial report.)

INDUSTRIAL TRAINING.

The *Girls' Industrial Home*, Knoxville, was first organized in December, 1873, as the Knoxville Benevolent Association, and received its present name in April, 1874. Sixty-nine girls have been under training in sewing and domestic work since the organization and 19 were present in the latter part of 1879. These girls attend the public schools.

In connection with the public school system of Knoxville, Miss Emily L. Austin has established a free industrial school for the colored race. Aided by contributions from that race and from others in northern cities, a fine building has been erected, and in 1879-'80 it was opened as the *Knoxville Industrial School*. Sewing is taught, and a "kitchen garden" (that is, regular Kindergarten instruction in relation to domestic work) is a part of the system. Instruction in cookery will also be given in the near future.—(Circulars and Knoxville report.)

EDUCATION OF ORPHANS.

Memphis reports the Canfield Orphan Asylum, chartered December 25, 1878, and the Church Orphans' Home, founded in 1867; Nashville, the St. Mary's Orphan Asylum and the Nashville Protestant Orphan Asylum, which last was incorporated and organized in 1845. These four institutions are sustained by appropriations and contributions. The Canfield Home does not yet give instruction to the inmates. The others teach reading, writing, arithmetic, and sewing and housework. Singing is also taught at the Church Home and at the St. Mary's Asylum.—(Returns.)

For any other like institutions reporting and for statistics of those mentioned above, see Table XXII of the appendix.

EDUCATIONAL CONVENTIONS.

TENNESSEE STATE TEACHERS' ASSOCIATION.

This association met at Pulaski August 26-27, 1880. The following subjects were discussed: "Agriculture in our public schools," by Hon. T. B. Harwell; "Reading and writing in primary schools," Prof. Frank Goodman; "School discipline," Prof. R. P. Yancey; "The press and popular education," S. T. G. Doak; "Penmanship," Dr. Wm. Austin Smith; "Method of teaching history," Capt. W. R. Garrett; "How can the elements of natural science be taught in our public schools?" W. Le Roy Broun; and "Practical education," Capt. John S. Wilkes. Resolutions of respect were passed touching the death of W. F. Shropshire, president of the association, and of Dr. Barnas Sears, general agent of the Peabody fund. A resolution favoring the introduction of elementary scientific instruction in the public schools received the approbation of the association.—(State report.)

CENTENNIAL EDUCATIONAL CONVENTION.

In connection with the celebration of Nashville's centennial, a teachers' convention was held, the afternoon and evening of May 7, 1880, being set apart for this meeting. Many persons connected with the various public and private schools of the city were present, as well as numerous visitors from different sections of the country. Dr. T. A. Atchison, president of the centennial board of directors, in his speech of welcome, referred to the important part that would have been omitted in the celebration had the schools not been preëminently recognized. The board fortunately considered the subject, an educational committee was appointed, a grand display of school work was made at the exhibition, and a meeting of teachers was called together. General John Eaton, United States Commissioner of Education, demonstrated the importance of the normal school, refuted the popular objections to higher and special education, indicated the varied relations of statecraft to education, and pictured the future of the State under just and proper educational facilities. Rev. O. P. Fitzgerald, in "Education in the South," spoke of the importance of good local officers, the need of well trained, progressive, and enthusiastic teachers, and advocated religious teachers

for the whole country. Hon. W. T. Harris, in "The press as an educator," referred to the important functions of the school in teaching technical expressions, in giving a broader knowledge of human life and moral civilization, &c., but said that where the dictum of the teacher was accepted as final there could be no independent thought. Then came the press to open the way to a knowledge of events occurring at different points of the globe: the daily newspaper chronicles the events of the world's life and doings; the periodical holds up the mirror of nature to man and pictures the customs of all times and all peoples, &c. Prof. E. S. Joynes spoke on "Educational progress." He referred to the achievements of the century and to the immense amount of progress made, but felt that the educational results had not been equal to the advancement of society, and that there was danger of education becoming superficial, unless there should be better teachers and more of them. He considered industrial education the most important problem of the age.—(The Daily American, Nashville, May 8, 1880.)

OBITUARY RECORD.

W. F. SHROPSHIRE.

A member and president of the State Teachers' Association and for the last seven years superintendent of public instruction in Obion County, Mr. Shropshire was truly a friend of education. A gentleman of cultured mind, he labored hard and faithfully to make the system popular in his county, and was in a measure successful. Reckoned one of the most efficient and energetic superintendents in the State, he was also a writer on educational subjects, being for several years associate editor of the American Journal of Education and directing his efforts in this department to the improvement of the public schools and of the teachers in them. He died August 3, 1880, aged about 45 years.—(American Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. LEON. TROUSDALE, *State superintendent of public schools, Nashville.*

[Third term, March 25, 1879, to March 25, 1881.]

Other superintendents in the decade were Hon. William Morrow, State treasurer, who, with Mr. J. B. Killibrew as visiting assistant, served from 1870 to 1873. Next came Hon. John M. Fleming, 1873 to 1875. Since that date Mr. Trousdale has filled the office, but is to be succeeded by Hon. W. S. Doak.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.
POPULATION AND ATTENDANCE.				
Counties reporting	139	123		
Youth of school age a	229,568	228,355	280,000	269,451
Whites of school age in public schools.				
Colored of school age in same				
Whole public school enrolment	63,504	127,672	129,542	129,989
Average attendance daily		81,653	83,082	
Number in private schools	1,701	4,976		4,381
Number reported as in no school				
SCHOOL DISTRICTS AND SCHOOLS.				
School districts or communities		200	422	
Public schools organized	1,324	2,067	1,874	2,129
Schools for colored youth in these				
School-houses built in the year		76		29
Valuation of these		$78,815		
Average time of school in days			210	120
Private schools reported		82		132
TEACHERS AND THEIR PAY.				
White male teachers in public schools				
White female teachers				
Colored male teachers				
Colored female teachers				
Whole number of public school teachers.	1,578	2,233	2,207	2,834
Average monthly pay of men			$57 00	$63 00
Average monthly pay of women				47 00
Teachers in private schools		158		
INCOME AND EXPENDITURE.				
Whole income for public schools		$1,217,101	$1,444,536	$1,046,984
Whole expenditure for them		1,222,221	1,228,244	903,960
STATE SCHOOL FUND.				
Amount of permanent school fund reported.	$2,267,972	$2,474,593	$2,541,703	$2,631,673

a There is no report for the year 1875–'76, owing to the change then made in the State school system of Texas.

TICS OF TEXAS—1870-'71 TO 1879-'80.

1874-'75.	a1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1876-'77.
97	135	137	b145	b132	D. 13	D. 3
210,922	164,294	194,353	215,102	242,027	I. 26,925	I. 77,733
.....	102,981	111,048	142,324	138,912	D. 3,412	I. 35,931
.....	30,587	35,898	50,330	47,874	D. 2,456	I. 17,287
124,567	133,568	146,946	192,654	186,786	D. 5,868	I. 53,218
84,415	.....	.....	.....	.....	.....	.....
.....	20,962	23,963	47,411	46,657	D. 754	I. 25,695
.....	.....	.....	6,140	5,837	D. 303	.....
2,924	3,901	4,633	6,193	5,913	D. 280	I. 2,012
.....	678	905	1,410	1,322	D. 88	I. 644
158	159	243	231	196	D. 35	I. 37
$43,339	$34,913	$54,267	$62,876	$39,666	D. $23,210	I. $4,753
78	66	88	73.7	71.7	D. 2	I. 5.7
.....	2,439	2,895	3,264	2,266	D. 998	D. 173
.....	697	760	1,024	1,079	I. 55	I. 382
.....	370	562	781	817	I. 36	I. 447
.....	77	113	182	199	I. 17	I. 122
3,100	3,583	4,330	5,251	4,361	D. 890	I. 778
{ $53 00	$42 50	$42 00	$42 35	$48 51	I. $6 16	I. $6 01
{	26 50	33 00	31 94	28 13	D. 3 81	I. 1 63
.....	$631,830	$859,484	$1,082,386	$891,235	D. $191,151	I. $259,405
$726,236	501,691	747,534	941,404	753,346	D. 188,058	I. 251,655
$2,726,888	$3,256,970	$3,385,571	.....	.....	.....	.....

b Cities and towns that have assumed control of their schools are included.
a School age, 6-18 till 1876; afterwards, 8-14.

STATE SCHOOL SYSTEM.

OFFICERS.

From 1870 (the beginning of the reconstruction school system) to 1876 there was a State superintendent of public instruction appointed by the governor till the first general election, then chosen by the people for a term of 4 years. His aids were, for the first year, a board of school directors (the members of the county court to serve as such) for each organized county, and a board of examiners for teachers, with 3 trustees for each school subdistrict into which the county might be divided, both examiners and trustees to be appointed by the directors. The next year, 1871, the governor and attorney general, by a law of April 24, were associated with the State superintendent as a State board of education, and the superintendent, with the approval of the governor, was directed to appoint for each judicial district a supervisor of education, these districts then numbering 35. November 29 of the same year came a change of law by which, instead of the 35 supervisors, 13 were appointed, as before, for 13 educational districts into which the State was to be divided by the State board, these supervisors to subdivide the counties in their jurisdiction into school districts and appoint for each 5 directors. May 22, 1873, another law provided, instead of the county court, 5 elective school directors for each county, who should choose one of their number as president and county superintendent, should divide their county into convenient school districts, and should cause to be elected in each district yearly, in September, 3 school trustees. In 1875 a new constitution dropped the State superintendency; reorganized the State board of education to make it include the governor, comptroller, and secretary of state; and left other school officers to be determined by new laws. Such laws in 1876 and 1879 made the county judge in each county substantially the chief school officer there, with 3 examiners of teachers for the county and 3 trustees for each community school allowed to be organized within it, except in cities and towns that had assumed or should assume control of the public free schools within their limits, examiners and trustees to be appointed by the judge.

OTHER FEATURES OF THE SYSTEM.

The age for free schooling was 6 to 18 from 1870 to the autumn of 1876; thereafter, 8 to 14, a shorter period than in any other State. During the earlier years mentioned, attendance was compulsory for all children of school age in good health not taught elsewhere or excused because of distance from a public school, danger from Indians, or prevalence of infectious disease. Since 1876 it has been so entirely voluntary that some county judges think there must be a return to the compulsory system to secure a fair attendance. The schools for white and those for colored pupils have been kept separate since the institution of the State system, and from 1875 have been required to be so; teachers have been obliged to hold certificates of qualification from the proper officer, and, up to 1876–'77, received pay according to the grade of certificate held; since that time, according also to the number of pupils in attendance. The studies prescribed are only the elementary English ones; but towns and cities that have assumed control of their own schools, as they are allowed by law to do, may have what grades and studies they think fit. Local taxes for the support of schools are not authorized under the later school laws, except in such towns and cities, and are there restricted to 5 mills on $1, to be voted only by the taxpayers as an addition to the pro rata of the available school fund received from the State. This fund (which is distributed on the basis of children of school age in each community)[1] is derived from a poll tax of $1 on each male citizen, from the interest on a permanent fund now of more than $4,000,000, and from appropriations, not to exceed ¼ of the State revenue, made biennially by the legislature.

GENERAL CONDITION.

The revised school system of 1876, which came in with many plaudits, reached the height of its influence in 1878–'79. The zest of novelty by that time was gone, and such great inherent defects as want of active State and county supervision, of normal training for the teachers, and of provision for local taxation for the schools began to show their influence; hence in 1879–'80 the slenderly remunerated county judges, who had been put in place of county superintendents of free schools, in many cases failed to send reports to the State board of education. Thus, although a census showed that there were 26,925 more children entitled to free schooling, and although 5 more counties and apparently 5 more towns or cities had organized school communities, the whole number of these communities reported was 303 less than in the year before; the number of public schools reported, 280 less; and the reported enrolment in these

[1] The school community, which answers here substantially to a school district elsewhere, is a voluntary association of persons living in the same neighborhood in any county for the establishment and maintenance of a school for their children. When recognized by the county judge, it is entitled to a share of the State funds.

schools, instead of rising to meet the increase of school children, decreased by 5,868. Partly from the same cause, too, the receipts for schools, as reported, show ar apparent falling off of $191,151; the expenditures for them, a diminution of $188,058; while the already short school term (only 73.7 days in 1878–'79) seems to have been further shortened by 2 full days upon an average for the whole State. For these and other reasons going to demonstrate the defectiveness of the existing system, the State board of education in 1880 recommended to the legislature the restoration of the State superintendency and local taxes in aid of the State funds for schools, with fuller provision for State normal training, while from several of the county judges came expressions of the need of restoring also county superintendency and even compulsory attendance on the schools, some also calling for a restoration of the fixed school district instead of the uncertain and shifting school community.

RÉSUMÉ FOR TEN YEARS.

The free school system instituted in 1870 under the constitution of 1868 encountered the strong prejudices then prevailing in the South against northern methods and laws that bore traces of their northern stamp. These prejudices were especially intense against including the negro population among those entitled to free schooling by the State and against local taxes for the maintenance of any schools. Hence, there were in the first years, besides the burning of the school-houses for colored people and a social ostracism of the teachers, efforts to prevent by legal processes the collection of the local tax for educating either white or colored youth. In spite of these hindrances the new school officers worked on. A better feeling on the part of many of the people soon came to aid their efforts, and the record of the first three years showed a substantial gain. For the next two years there was a superintendency more of the soil, and hence in better favor with the people, under which some advance was made. But opposition was not silenced, and in 1875, 1876, and afterwards it showed its strength by breaking down the reconstruction constitution of 1868, by the obliteration of the school system founded on it, and by the institution of a wholly new one, which made the opening of schools in any community entirely voluntary; made attendance on them, if established, likewise wholly so; did away with the supervision of educated officers; shortened from 12 years to 6 years the ordinary time for free schooling by the State; allowed this to be shortened still more by permitting communities to use a year's school funds for a school-house, instead of for teaching; and, except in cities and towns, made no provision for allowing even those who wished to do so to tax themselves for the extension of their educational advantages beyond mere elementary studies and a 4 months' annual term of school. This is the system that in 1880 still existed, but which had so demonstrated its inherent weaknesses that the chief State officers were urging its improvement.—(Printed and manuscript reports, State constitutions, and laws.)

Owing to the comparative fulness with which educational statistics have been reported since the inauguration of the present State system, a comparison has been made between the figures for 1876–'77 and those for 1879–'80, instead of attempting to show the educational movement for the whole decennial period.

AID FROM THE PEABODY FUND.

The agents of the Peabody fund have granted from 1874 to 1880 inclusive $49,850 for the improvement of the schools of Texas, in the earlier years chiefly to encourage the formation and maintenance of graded schools, in the later ones largely for the fuller preparation of trained teachers.

CITY SCHOOL SYSTEMS.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of public schools.	Number of teachers.	Expenditure.
Houston	16,513	2,746	1,601	1,066	23	23	$15,346
San Antonio	20,507	3,022	1,584	934	20	22	17,632

ADDITIONAL PARTICULARS.

Houston reported 2 brick and 9 frame school buildings in 1879–'80, all in good order, having purchased during the year 1 with grounds at a cost of $10,000. Of its school population 1,528 were white and 1,218 colored, of whom 688 whites and 457 colored had not attended school, being 42 per cent. of the whole school population. Of the 23 teachers employed 14 were white females and 6 colored females, leaving but 1 white male and 2 colored male teachers. All were paid an average monthly salary of $41.50

The schools continued to be classed as 1 high, 3 grammar, 10 primary, and a city normal school, and were taught 8 months. There was a decrease in number of school age of 222 from previous year, of 155 in enrolment, of 106 in average daily attendance, and of 8 in teachers, while in schools there was an increase of 9.—(City return.)

San Antonio in 1879–'80 had 5 school buildings, mostly of stone, with 22 rooms for study and recitation, and 1,100 sittings. The public schools consisted of a high school and 19 different graded schools, one of them for colored pupils, and were classed as primary, grammar, and high, this last having a 4 years' course, while below it there were 8 grades of 1 year each, 4 being primary and 4 grammar. Of the 22 teachers employed 18 were females. In children of school age there was an increase of 892; in enrolment, of 160; in average daily attendance, of 178; in schools, of 14, and in teachers, of 3. The estimated value of school property remained $45,000. This city is considered as one school district, and the schools are free to all between the ages of 6 and 18 inclusive. Educationally San Antonio is said to be the richest city in the State. In private and parochial schools there was an enrolment of about 1,000.—(City return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Two such institutions were opened in the autumn of 1879 to prepare teachers for the free schools, one of them for colored pupils.

The Sam Houston Normal Institute (for whites), Huntsville, was established in October, under an act approved April 21, 1879, Dr. Barnas Sears, the agent of the Peabody fund, having offered $6,000 a year for two years in aid of such a school (with the expectation of continuing the gift annually) if the State would provide an equal amount. The legislature responded by the passage of a bill appropriating $14,000 annually for the school and providing for its installation in the buildings formerly used by Austin College, Huntsville, if these should be conveyed by valid title to the State with their grounds. The bill was promptly approved by the governor. An efficient principal, eminent for educational services in Georgia, was engaged, with 2 assistants, since increased to 5, and the first session began on Friday, October 10. Two courses of a year each, an elementary and an advanced, were established, with arrangements for a model practice school. Students were to be admitted only on proof of their acquaintance with the studies prescribed for the free schools, the aim not being to train them in these studies, but in the philosophy of human culture and in the best methods of organizing and governing a school. They were all to pledge themselves beforehand to teach in the public free schools of their legislative districts at least a year after leaving the institute. The principal, Mr. Bernard Mallon, died October 21, only 11 days after the opening exercises, but another of proved skill was immediately chosen, and in the first year 107 students were enrolled, of whom 40 graduated and 39 engaged in teaching. A summer session was subsequently held for teachers already engaged in school work.—(State report, return, catalogue, &c.)

The school for colored students, Prairie View, commencing October 6, 1879, was organized by legislative enactment approved April 19 of that year, with a principal and 2 assistants. There were 60 pupils in the first 5 months, with an average of 49 attending, of whom all but 10 were State students whose entire expenses were paid. An hour and a half of labor a day in farm and garden was required of each one. Some embarrassment resulted from the fact that the students were generally lacking in preparatory attainments, but commendable progress was made. The law requires the admission of at least 1 student from each congressional district and 3 from the State at large.

OTHER NORMAL SCHOOLS AND DEPARTMENTS.

These for 1880 were Tillotson Collegiate and Normal Institute, Austin (1876); American Normal School, Kellyville (1878); Yorktown Normal School, Yorktown (1878), and Whitesboro' Normal, Whitesboro' (1880).

Tillotson Institute, one of the chartered schools of the American Missionary Association, is for the colored race. It and the 2 following were so far recognized by the State as to receive State funds for educating pupils in common school studies. It had 178 under instruction in 1879–'80, of whom 120 were present in the last term, while 50 taught in the schools of their race within the year. It began to occupy an excellent new building near the State capitol in 1880. The school at Kellyville reported 101 normal pupils, under 5 instructors, and graduated 2, both engaging in teaching. Yorktown Normal, with 3 instructors, had 139 pupils in English and German studies, without indication as to how many of these were normal. That at Whitesboro', opening in the autumn of 1880, presented no list of pupils for that year, but offered instruction under 5 teachers in 6 years of primary and grammar school studies, with the option, beyond that, of either a commercial or a semicollegiate course, the latter arranged in 6 schools. Its specifically normal instruction was not to begin till 1881.—(Reports and returns.)

TEACHERS' INSTITUTES.

Teachers' institutes are not required by law to be held, and no information of any county institutes which may have been held during 1879–'80 is at hand. In San Antonio institutes or teachers' meetings were held nearly every Saturday, in which instruction was given with gratifying results in the theory and practice of teaching.

EDUCATIONAL JOURNAL.

The teachers of Texas now have the valuable assistance in their work of the Texas Journal of Education, a monthly issued at Austin and edited by Hon. O. N. Hollingsworth, secretary of the board of education, assisted by Mrs. Hollingsworth. The first number was issued in August, 1880. Its aim is to keep teachers informed as to official proceedings of the State board of education, to discuss the various school systems and methods of progressive educators, and to give the mature thoughts of experienced and distinguished educators.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There is very little definite information relating to the high schools for 1879–'80, but from such as has come relating to that and former years it is known that such schools have been sustained in Brenham, Denison, Houston, and San Antonio. In Sherman there was added in 1879–'80 to the public graded course a class in the first high school year. The school in San Antonio had a 4 years' course and employed 2 teachers, but the number in attendance was not given. The Brenham high school in 1877 hoped soon to fit pupils for college; in 1878 classical and scientific courses were established.

OTHER SECONDARY SCHOOLS.

For information as to business colleges, private academies, and preparatory departments of colleges reporting, see Tables IV, VI, and VII of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The universities and colleges which send reports for 1879–'80 or for a later year are Southwestern University, Georgetown; Baylor University, Independence; Austin College, Sherman; Trinity University, Tehuacana; Waco University, Waco, and Marvin College, Waxahachie. Two of them were under Methodist Episcopal control; 2 Baptist, and 2 Presbyterian. The 5 first mentioned had a total of 412 undergraduate students in 1879–'80; Marvin College did not report statistics of attendance for that year; most of them had primary as well as preparatory courses of study, all had classical courses of 4 years, and 4 had scientific courses of equal length; 5 gave instruction in commercial and business studies; 1 had a department of law, 1 a department of theology, and another a special theological course; all gave instruction in 1 or more modern languages, and 2 in Hebrew; French is taught in all but 1, and German in all but 1; Spanish, in 3; Italian, in 1. Four make provision for teaching music, and 3 for instruction in artistic and ornamental branches also, the latter admitting both sexes.

From Salado College, Salado; Mansfield Male and Female College, Mansfield; St. Joseph's College, Brownsville, and Henderson College, Henderson, no late information has been received. Texas Military Institute was closed in 1880, not to be reopened.

Of the 6 institutions reporting, 2 have been organized since 1870: Marvin College in 1872 and the Southwestern University (under its present name) in 1873. The latter reports a steady increase in attendance since opening under its new charter. Austin College was moved from Huntsville to Sherman in 1878, its former buildings at Huntsville being occupied by the State Normal School for whites.

The State board of education, in its report for 1879–'80, and the State Teachers' Association, at its meeting in 1880, recommended to the legislature the immediate establishment of the State University provided for by the constitution of 1876, which directs the legislature to inaugurate the university as soon as practicable, and sets aside a million acres of land for its endowment.[1]

For statistics of universities and colleges reporting, see Table IX of the appendix and a summary in the report of the Commissioner preceding.

[1] Later information shows that definite measures have been taken for the establishment of the university.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Women were, at last accounts, admitted on equal terms with men in 6 of the 9 colleges and universities above mentioned. There were also 8 institutions exclusively for women, of which all but 1 were authorized by law to confer collegiate degrees. The 5 which report for 1880 had a total of 298 students in collegiate courses. These extended over 4 years in all, except Bryan Female Institute, Bryan, organized in 1873, but not chartered as a college. Another of the 8 referred to was organized since 1870, the Young Ladies' School of the Southwestern University, Georgetown (1875). This school is operated under the same charter, trustees, curator, and faculty as the university, but has a schedule of studies entirely distinct.

For statistics of colleges for women, see Table VIII of the appendix, and for a summary, see the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific and industrial instruction, as well as literary training, is provided for in the State Agricultural and Mechanical College of Texas. Organized in 1876 on the basis of the congressional land grant, the college has a domain of 2,416 acres, about equally divided into woodlands and rolling prairie. The schools are (1) mathematics, (2) English language and literature, (3) ancient languages, (4) modern languages, (5) agriculture and chemistry, (6) moral philosophy, and (7) applied mathematics. There were 114 students in 1879–'80 against 6 in 1876. The president and faculty recommend in the report to the governor for 1879–'80 that the present system of elective schools be abolished and a well arranged curriculum of 4 years' study be substituted, allowing the Latin and Spanish languages as optional studies, but excluding Greek and French, and making a certain amount of daily labor on farm or in shop compulsory.

PROFESSIONAL.

Theological instruction is given in a department of Trinity University, Tehuacana (Cumberland Presbyterian), and in Baylor University, Independence (Baptist), which presents a special theological course for students preparing for the ministry. The former reports 14 undergraduate students during 1878–'79, the latter 11.

There was no school for *legal* training, the law department of Trinity University having been suspended in 1878–'79.

The only *medical* school reporting is the Texas Medical College and Hospital, Galveston. In this the requirements for graduation are those prescribed by the American Medical Association: 3 years of medical study, including 2 terms of lectures, the latter extending over 20 weeks. The student must also have attended the hospital clinics and dissected during 2 courses.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Texas Institution for the Deaf and Dumb, Austin, founded in 1856, reported for the year ending March 1, 1880, good order, discipline, and harmony prevailing in all the departments; pupils advancing rapidly in the acquisition of the English language; new studies introduced, philosophy being added in three classes; and articulation and lip reading taught to 21 out of the 64 pupils present. Work in the shoe shops and practical lessons in farming and gardening entered into the instruction for boys; the girls were taught to sew and to do housework.—(Report.)

EDUCATION OF THE BLIND.

The Texas Institution of Learning for the Blind, Austin, founded in 1858, reports 485 inmates since September, 1874 (no records prior to that), and 84 in June, 1880. Fourteen instructors, 3 of them blind, and 10 employés were also connected with the institution in 1880. Although additional accommodations were provided in 1878–'79, there was still great overcrowding of the building, and the need of sufficient room to domicile the sexes apart was felt. This institution has 3 departments, literary, musical, and mechanical. In the first the common branches, ancient and modern history, natural philosophy, and natural history were taught; in the second, vocal and instrumental music; in the third, broom, mattress, and pillow making, cane seating, piano and organ tuning and repairing. Special attention is paid in this (as in other similar institutions) to the study of music, over one-half of the pupils studying this branch. Piano tuning, introduced in 1877–'78, has been taught with some success, and the intention is, with suitable rooms and appliances, to graduate first class tuners and repairers.—(Report and return.)

EDUCATIONAL CONVENTIONS.

TEXAS STATE EDUCATIONAL ASSOCIATION.

This association was in session at Mexia from June 29 to July 1, 1880. A union with the Texas State Teachers' Association was effected, the body to be called by the title used above. After the calling of the meeting to order and an introductory address by Dr. R. C. Burleson, of Waco University, Governor O. M. Roberts reviewed the policy of his administration in reference to public education and dwelt upon the importance of perfecting a thorough system of public instruction in the State; Hon. O. N. Hollingsworth spoke on taxation for school purposes; Dr. W. C. Crane, on the best method of securing a regular attendance of pupils; Prof. O. H. Cooper, on the establishment of a Texas University. A lecture on "English grammar" by Prof. Smith Ragsdale, an essay on the "English language," and the adoption of resolutions favoring the organization of the University of Texas at an early date were also reported. Memorials were drawn up to be presented to the legislature in regard to changes in the school law and in regard to securing donations for the various colleges and universities of the State. The subjects of music, depth of mind, and elocution were treated by Miss Lay, Dr. Crane, and Professor Hudson in the order named. A prolonged discussion on changes in the public school laws was participated in by different members, and after the business of the association was attended to the meeting adjourned, to assemble at Corsicana in June, 1881.—(Texas Journal of Education.)

EAST TEXAS TEACHERS' ASSOCIATION.

A semiannual meeting of this association seems to have been in session at Dangerfield in January, 1880. The proceedings reported below are those of a meeting at Kellyville in 1880, month not given. Here, too, the subject of a State university was discussed, and steps were taken towards the establishment of an educational journal, which appeared subsequently, August, 1880, as the Texas Journal of Education. At the evening session the topic under discussion was "The duty of the State to educate her citizens." During the debate the different speakers favored, on one side, "a liberal system of popular education;" on the other, "education in the elementary branches only." The second day's proceedings were marked especially by a report of a committee on the public free school system. The committee recommended the adoption of the following resolutions: That, in the opinion of the association, the system of public schools now prevailing in Texas, involving the community system and the plan of general appropriation instead of local taxation, should not be changed in any essential particular until, after fair and full trial, it had been found to be inefficient; that private schools in different neighborhoods be made as far as possible the community schools, and that their teachers be allowed by law to charge pupils within the scholastic age tuition fees for studies other than those which are free by law; that the school authorities have the privilege of paying to teachers of well known skill and experience, under some circumstances, more than is now permitted; and that the legislature at its next session be asked to take the matter of a wise system of supervision for the public schools into serious consideration, and to make such enactments as the premises may require. The association adjourned to meet at Marshall in July, 1881.—(Texas Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. O. N. HOLLINGSWORTH, *secretary of State board of education, Austin.*

Hon. J. C. DeGress was State superintendent of public education from April, 1871, until the latter part of 1873; Mr. Hollingsworth the same from 1874 to 1876; since then, secretary of State board.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age (5–20)	76,375	84,946	88,706	89,541	87,451
Youth 5–20 in common schools	65,384	70,904	83,485	70,918	72,093
Whole enrolment in public schools	72,713	76,643	89,475	78,139	74,069
Average daily attendance	.....	.....	.....	50,023	50,023
Per cent. of enrolment on youth of school age	95	90	.....	87	85
Per cent. of average attendance on youth of school age	.....	.....	.....	55	57
Youth 5–20 in other than common schools	6,879	4,913	.....	.....	5,888
Youth 5–20 in all schools	72,263	75,817	.....	.....	77,981
SCHOOL DISTRICTS AND SCHOOLS.					
Number of school districts	2,174	2,160	2,168	2,224	.....
Number of public schools	2,576	2,503	2,637	2,782	2,545
Average time of school in days	116	119	118	112	122
Towns using the town school system	.....	.....	.....	.....	.....
TEACHERS AND THEIR PAY.					
Men teaching in the public schools	684	671	601	667	.....
Women teaching in the public schools	3,467	3,544	3,513	3,739	.....
Whole number of public school teachers	4,151	4,215	4,114	4,406	.....
Number who have attended a Vermont normal school	316	317	375	393	.....
Average monthly pay of men	.....	.....	.....	$45 62	.....
Average monthly pay of women	.....	.....	.....	25 65	.....
INCOME AND EXPENDITURE.					
Whole receipt for public schools	.....	$532,111	.....	$516,253	.....
Whole expenditure for them	$486,408	575,275	$548,815	625,057	$599,498
STATE SCHOOL FUND.					
Amount of State fund available	.....	.....	.....	.....	.....

TICS OF VERMONT—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
92,577	92,925	92,831	.....	.....	.....	.....
69,013	69,708	71,366	74,269	73,952	D. 317	I. 8,568
71,325	73,353	73,081	77,521	75,238	D. 2,283	I. 2,525
39,474	45,318	48,638	49,231	48,606	D. 625	.....
77	79	79	.....	.....	.....	.....
43	49	42	.....	.....	.....	.....
6,175	6,183	4,796	5,078	7,123	I. 2,045	I. 944
75,188	75,891	76,162	79,347	81,075	I. 1,728	I. 8,812
2,371	2,373	.....	2,350	2,359	I. 9	I. 185
2,519	2,545	.....	2,573	2,597	I. 24	I. 21
121	122	124	126	125	D. 1	I. 5
.....	7	.....	7	7	.....	.....
671	720	.....	783	725	D. 58	I. 41
3,688	3,608	.....	3,669	3,601	D. 68	I. 134
4,359	4,328	.....	4,452	4,326	D. 126	I. 175
.....	434	.....	446	544	I. 98	I. 228
$37 24	$34 44	$30 44	$29 12	$27 84	D. $1 28	.....
22 48	21 60	20 00	19 04	17 44	D. 1 60	.....
$480,158	$548,253	$516,893	$528,119	$417,491	D. $110,628	.....
565,045	537,153	511,101	496,169	454,285	D. 41,884	D. $32,123
.....	$669,087	.....	$669,087	$669,087	.....	.....

STATE SCHOOL SYSTEM.

OFFICERS.

The chief officer is a State superintendent of education, who is elected by the legislature at each biennial session.

Town school officers are town superintendents, elected annually by the people, and, where the district system has been abolished, boards of 3 or 6 school directors, elected for 3 years, one-third going out each year. A county examining board for the examination of teachers is appointed by the town superintendents at their annual meeting.

Districts have a moderator, a clerk, a collector of taxes, a treasurer, 1 or 3 auditors, and a prudential committee of 3, elected by the voters for 1 year. Women may vote in school meetings and have been eligible to the offices of town clerk and town superintendent of schools since 1880.

OTHER FEATURES OF THE SYSTEM.

Each town must sustain one or more schools in which are taught the common school branches, free hand drawing, history, the Constitution of the United States, and good behavior; and any town may establish one or more higher schools if a majority of the voters so desire. Text books are furnished by the town or district to children whose parents are unable to buy them. Public schools are supported by district taxation, the income of town school funds and of the United States deposit funds. The interest on the last is distributed to towns and gores of land on the basis of population. One-half of the district and town school moneys is apportioned according to the number of children attending public school, the other half without regard to the school population; but when the sum to be apportioned reaches $1,200 or more two-thirds of it are apportioned on the basis of attendance. If the selectmen of any town neglect or refuse to assess, collect, or appropriate the tax for the support of schools, such town forfeits to the county a sum equal to double the amount required to be raised by the tax, with costs. Teachers of district schools must have certificates of qualification and must make report of school statistics or forfeit pay. County teachers' institutes must be held by the State superintendent on the written application of a specified number of teachers, and less formal meetings of like character may be held in counties that do not call for institutes.

Attendance on public schools of children between 8 and 14 is required for at least 3 months in the year unless they have been otherwise instructed. The employment in factories of children who have not complied with this law is forbidden, and a penalty of from $10 to $20 is imposed on parents, guardians, or employers who violate the law.

CHANGES IN THE SYSTEM.

The most important changes in the school system made by law within the decade are these: In 1870–71 towns were authorized to abolish their school districts and place their schools under a town board of school directors, whose chairman should be substantially town superintendent. In 1874 the State board of education, which had existed from 1856 and had done much good work, was abolished, as well as its executive secretaryship, and the office of State superintendent of education was created, with powers less extensive. In 1876 an amendment to the law of 1870 allowed town school directors (for whose chairmen only pay had been provided) to receive such pay as their town might vote them at the time of their election. Another authorized towns that had abolished the district system to restore it after 5 years. Provision was made too for county boards to examine teachers; the establishment of schools for training teachers in connection with any graded school with no normal school adjacent was allowed, and free hand drawing was added to the list of subjects to be taught in common schools. In 1878 the holding of brief educational meetings of a day and evening each in counties that should not call for teachers' institutes was authorized and entered on, and the continuance of the 3 State normal schools till 1890, on certain conditions, was assured. In 1880 women were made voters in school meetings and eligible to town and district school offices; the Vermont College of Teachers was incorporated, to give greater ability for working out its aims, which were to raise the standard of efficiency in schools, to encourage more thorough preparation for school teaching, and to make teaching a more permanent profession. School districts, too, were required to make their 20 weeks of school consecutive for 10 weeks in the early part and 10 in the later part of every year.

GENERAL CONDITION.

No census of youth of school age having been taken for the last two years of the decade, it is impossible to say whether the number of children in the public schools maintained the comparatively high proportion (nearly 79 per cent. on youth of school age) reported in 1877–'78. A considerable increase of youth in private and church schools made up in large measure for the lessened number in the public schools, and

on the whole, there were 1,728 more under instruction; but the average attendance on the public schools fell off by 625, and against this there is no recorded offset. With the diminution of public school pupils there appears also a decrease in the number of teachers in State schools, notwithstanding an increase of 9 districts and of 24 schools; but if this was a real falling off it probably was fully made up by the higher average quality of those employed, as 98 more, 544 in all, a much larger proportion of the whole number than in any previous year, had been instructed in the normal schools.

RÉSUMÉ FOR TEN YEARS.

The showing for the decade is better than for the last year of it. If the number of youth entitled to free schooling continued the same as in 1877–'78, there was in the ten years then ending an increase of 16,456 such youth. Of these, somewhat more than half had been gathered into the State schools, besides 244 more in private and church schools. The additional State scholars (8,568) were taught in 185 more districts, by 175 more teachers, and on an average for 9 more days each year, the quality of the teaching, moreover, being doubtless better in the main, from the fact that in the last year 228 more teachers than in the first (544 in all) had been trained at the State normal schools. There were 21 additional public schools. On the whole, then, there seems to have been fair advance, notwithstanding a diminution in the funds for State school work and consequently in the wages of teachers, the disbursements of the former being $32,123 less in 1880 than in 1871, and the decrease in the latter $17.78 for males and $8.21 for females since 1874.

CITY SCHOOL SYSTEMS.

OFFICERS.

There still appears to be no general provision in the law for officers of city school systems. In Burlington there is a board of school commissioners of 5, composed of one from each ward; in Rutland, a board of education of 9 members. Both have city superintendents of schools.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.a	Enrolment in public schools.	Number of teachers.	Expenditure.
Burlington	11,364	3,258	1,566	32	$19,250
Rutland	12,149	3,432	2,395	64	32,643

a In 1878.

ADDITIONAL PARTICULARS.

Burlington in 1879–'80 reported 30 common schools, with 1 male and 31 female teachers, 3 of whom had attended a Vermont normal school. The schools were classed as high, grammar, intermediate, primary, and mixed grades, the last including 2 evening schools held through the winter and fall terms, with an enrolment of 130 and an average daily attendance of 81. A slight decrease in the general attendance was due to the prevalence of infectious diseases. Teachers' meetings were held on alternate Saturday forenoons during term time for the year.—(State and city reports.)

Rutland for 1879–'80 reported 42 common schools, with 7 male and 57 female teachers employed, the men at an average monthly pay of $60.60 and women receiving $26. There was an increase in enrolment of 729. The graded schools within the graded districts are classed as high (with a course of 3 years), grammar, intermediate, secondary, and primary (with a course of 2 years each). The enrolment was 1,059: the high school having 68, the grammar 126, the intermediate 151, secondary 268, and the primary 446.—(State report and catalogue.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The 3 State Normal Schools at Castleton, Johnson, and Randolph reported for 1879–'80 an encouraging progress, having had a total attendance of 697, an increase of 289, and having graduated 92, a gain of 8. By a system of scholarships established and provided for by the State, tuition in these schools was, under some conditions, free. In all there was an increasing demand for more aid from the State, as the schools were suffering in comparison with those of other States and many teachers were going elsewhere to find superior advantages.

The *Castleton* school had 4 instructors, 108 pupils, and graduated 25, having 2

courses of 1 year each. This school was reported as gaining ground in public favor, with encouraging prospects for the future.—(State report.)

The *Johnson* school had a principal and 4 assistants, with an enrolment of 364, and graduated 32. In the last two years the gain in attendance had been 22 per cent.; in number of graduates, 44 per cent., while the recipients of scholarships had been more widely distributed throughout the district, and their number increased. During the year the second course of study was extended by the addition of English literature and geometry. "Methods of teaching" had been added to both courses, and increased attention given to these. Each course of study extended through a year and a half and the demand for more thorough training would soon call for the addition of the other half year. Additions to the apparatus and working materials were made.—(State report and catalogue.)

The school at *Randolph* (1866) reported 7 instructors for 1879–'80, a special teacher of music, and a lecturer on constitutional law, with 225 different pupils and a total attendance of 493. Only 35 were graduated, as the number in the first course class had been reduced by the prevalence of measles and by the extension of the course of study, but the second course class was considered the finest ever graduated from the school. The attendance for the year was the largest since the establishment of the school, while the courses of study were extended and the standard of entrance and graduation was advanced. A complete set of the American Cyclopædia, with index and annals, was added to the library. The school property, including grounds, furniture, apparatus, and library, was valued at $9,700.—(State report.)

TEACHERS' INSTITUTES.

The school laws, as before said, require the State superintendent to hold annually an institute in every county on a written application of 25 teachers in most counties or of 15 in two sparsely settled ones. These are to be held at a time when the common schools are not in session and are not to cover more than 3 days each. There is provision for the employment of such assistants as may be necessary to give efficiency and interest to such institutes, the expenses incurred not to exceed $30 a day. Two were reported in 1880 and two in 1879, the same two counties, Orange and Windham, applying for them and the attendance in each reaching about 100 on an average.

In 1878 the legislature provided that, in counties where institutes were not called for before July 1 in any year, educational meetings of a day and evening each might be held, the number of such in a county not to be less than 3 nor more than 5 in any year, and the expense for assistants, &c., not to exceed $12 a meeting. In accordance with this law, 44 such meetings were held by the State superintendent, with various assistants, and 2 more in 1880, 1 of them in February, the other in July. The exercises were similar to those of institutes, the attendance considerable, and the results encouraging.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The law makes provision for instruction in the higher branches in districts sustaining more than one school, whenever a majority of the voters in such district shall decide to have them taught; and any town may by vote establish one or more central schools for advanced pupils, to be supported by tuition fees from pupils, and, when necessary, by a tax which prudential committees are authorized to assess. These committees may also make arrangements for the instruction of public school pupils in academies that are located in the district or in an adjoining district, if a majority of the voters so decide. All incorporated academies must report annually to the State superintendent. No statistics of graded schools can be given later than for 1878–79, when 19 reported a total of 6,044 students, of whom 130 were in college preparatory courses.

OTHER SECONDARY SCHOOLS.

For business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix; for a summary of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Vermont*, which includes the State Agricultural College, is a non-sectarian institution at Burlington. The Agricultural College dates from 1865; the university proper was chartered in 1791, organized in 1800, and graduated its first class of 4 in 1804. Continuing through the next decade it turned out annually classes of about 11 persons, but during the war of 1812 the courses were suspended, and for several years thereafter there were only 4 or 5 members to a class. Just prior to the

civil war a period of great prosperity was reported. Again there was a decline for a few years, but latterly the classes have averaged good numbers, while the financial resources and capacity for instruction have gained wonderfully. There are now 27 professors reported for 1880 against the 13 of 20 years ago, and the course of instruction has been correspondingly improved and broadened. The university property was valued in 1880 at $285,000 and the yearly income (including $8,130 annual interest on the congressional fund for support of the Agricultural College) was about $21,661. The course of instruction has not varied much during the decade 1870–1880. A literary and scientific course was added in 1871–'72 and the degree of B. S. was after that date only given on completion of a 4 years' course, instead of the 3 years required before. Women were admitted to both academic and scientific departments in 1871. Three departments are reported: arts, applied science, and medicine. The first comprises the usual academic course; the second is subdivided into courses in agriculture and related branches, chemistry, engineering, and mining. The literary-scientific course (mentioned above) omits Greek and adds certain scientific branches. The degrees bestowed by the university are B. A., PH. B., C. E., and M. D. In all departments 1,565 students were reported within the decade, the numbers gradually increasing from 115 to 129.—(Catalogues and return.)

Middlebury College, Middlebury (Congregational), has a 4 years' classical course, but depends on academic and high schools for all preparatory work. In 1880 there were 39 students.—(Catalogue and return.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

As above stated, the university gives equal privileges to both sexes. Similar institutions, but of lower grade, for women only may be found in Table VIII. For the summary, see the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State Agricultural College* (the department of applied science of the State University), Burlington, was organized in 1865 as one of the schools of science endowed with the national land grant. The courses are civil engineering, theoretical and applied chemistry, agriculture and related branches, metallurgy and mining engineering; also a literary-scientific course (as noted under Superior Instruction), and a winter course for farmers, in which agricultural chemistry, botany, physics, entomology, stock breeding, dairying, fruit and bee culture, road making, and farm accounts are treated. Since 1872 the 4 years' course entitles to B. S.; prior to that date 3 years only were required. Sixteen full course students were reported in 1879–'80 and 2 in a partial course.—(Catalogue and return.)

Norwich University Scientific and Military College,[1] Northfield, embraces the usual studies of a good scientific education and gives special attention to civil engineering and military science. Students desiring to go into business after graduating have the privilege of instruction in commercial law, book-keeping, and kindred studies. The regular course in this college is 4 years.—(Catalogue.)

PROFESSIONAL.

There is no provision in this State for *theological* or *legal* instruction.

The *medical department of the University of Vermont*, organized in 1823, continued to 1837, then suspended, and was again opened in 1854. As a "regular" school the requirements are 3 years of study, attendance on 2 full lecture courses (of only 17 weeks each, however), the final lecture course to be in this college, and a thesis. A graded course to cover 3 years is allowed. Statistics of 1880: 8 resident professors, 11 non-resident, 145 students (5 of them having already degrees in letters or science), and 49 graduates at the commencement in 1879. No examination for admission is required, chemical laboratory work is optional, and medical botany is not required for a diploma.—(Announcement and return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

No institutions for such unfortunates are to be found in this State. The American Asylum at Hartford, Conn., had 6 pupils from Vermont in 1880; the Clarke Institution for Deaf-Mutes, Northampton, Mass., 4 pupils; and the Perkins Institution and Massachusetts School for the Blind, Boston, received $1,925 in 1880 from Vermont in payment for Vermont pupils.—(Reports.)

[1] The catalogue for 1881–'82 reports as from Lewis College, the name having been changed in honor of Charles H. Lewis, LL. D., an alumnus who gives to his alma mater a handsome endowment.

REFORMATORY TRAINING.

The Vermont Reform School, at Vergennes, established in November, 1865, but first opened June 14, 1866, receives boys under 16 and girls under 15. The whole number of inmates since 1866 is 619; remaining in July, 1880, 122. Four hours a day are devoted to instruction in reading, writing, spelling, geography, history, arithmetic, and geometry; 6 hours to labor on the farm, in the shops, sewing room, and laundry. During the two years ending with July, 1880, the boys earned $6,276 in the shops, and it is stated that if the frames, for which the cane is prepared, could be made here, the income would be largely increased. Commendable improvement was reported in both school and work, as well as a generally prosperous state of the institution.—(Biennial report.)

HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

Two such institutions report for 1879–'80: the *Home for Destitute Children*, incorporated and organized in 1865, and the *Providence Orphan Asylum*, organized in 1854, but incorporated in 1866. Both are in Burlington. The former has had 450 inmates since the foundation (75 in 1879–'80), to whom reading, writing, and arithmetic, and cane seating and general work were taught; the latter, 1,365 inmates (90 in 1880), who also learned the three "R's," with sewing, washing, and cooking for girls, and farming for boys. The first mentioned admits children from 4 to 12 years of age and requires them to leave at 18; the last admits from 2 to 10 years and requires the boys to leave at 12 years of age and the girls at 15, but places them in good families.—(Returns.)

EDUCATIONAL CONVENTIONS.

VERMONT STATE TEACHERS' ASSOCIATION.

The thirtieth annual meeting was held August 4–6, 1880, at Bellows Falls. Among the topics treated were "Rights of the pupil;" "Home influence," in which Hon. G. A. Davis appealed to the parents for correct home principles and influences as an aid to the child's education; "The teacher's outfit;" and "Discipline," the need of self mastery and the importance of attention, diligence, and obedience being set forth in this last. Hon. Edward Conant addressed the meeting on the changes in the educational field during the last twenty-two years. The question "Ought teachers to be examined by teachers and ought licenses to be given for life?" was discussed by several members. In "Methods of classical study," H. H. Shaw, of Northfield, urged greater thoroughness in teaching the elements of a language. A report on normal schools, calling for needed enlargement and improvement through increased State appropriations and more effective State aid, was approved by the association. Mr. Bicknell, of the New-England Journal of Education, spoke on "Educational papers for teachers;" Prof. W. R. Shipman, of Tufts College, on "The personality of the teacher as a factor in education," in which the need of live, enthusiastic teachers was urged; J. S. Cilley, on "Language;" and a eulogy was delivered on the late Dr. Jacob S. Spaulding, of Barre. The committee appointed in 1879 to report on the formation of a pedagogic association of professional teachers was continued, with instructions to report at an early day, and after the usual business exercises the meeting adjourned.—(New-England Journal of Education.)

VERMONT COLLEGE OF TEACHERS.

During 1880 the Vermont teachers endeavored to organize an association (with the above title) to which only educators of proved ability and experience were to be admitted. The chief object was to raise the standard of qualification among teachers and to improve the course of study and methods of instruction in all grades, from the primary to the completion of the high school or academic course.[1]—(New-England Journal of Education.)

OBITUARY RECORD.

PRINCIPAL JACOB S. SPAULDING, LL. D.

Mr. Spaulding was born in Wilmington, Mass., and was a graduate of Dartmouth College, in the class of 1841. His field of labor was at the academies of Bakersfield and Barre, in Vermont. At the latter place he was principal of Barre Academy for twenty-five years. A man of excellent judgment and a heart abounding in good feeling and good wishes, his great desire was to benefit those under his charge, and to that end he labored with earnest and unselfish devotion of purpose. He died on April 29, 1880, at Barre.—(Journal of Education.)

[1] The organization was completed at Montpelier, March 18, 1881, and the first public meeting was announced for August 9 of that year, at Northfield.

CHIEF STATE SCHOOL OFFICER.

Hon. EDWARD CONANT, *State superintendent of education, Randolph.*[1]

[Third term, 1878–1880.]

Hon. John H. French was secretary of the State board of education from 1870 to 1874; Hon. Edward Conant, State superintendent of education from 1874 on.

Mr. Conant's successor, Hon. Justus Dartt, will fill the office from December, 1880, to December, 1882.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.
POPULATION AND ATTENDANCE.				
White youth 5–21	229,608	247,002	253,411	259,509
Colored youth 5–21	151,654	164,019	170,696	177,317
Whole number of school age	a411,104	411,021	424,107	436,826
Whites in public schools	89,734	119,641	113,263	121,789
Colored in public schools	38,554	46,736	47,596	52,086
Whole reported enrolment	128,288	166,377	160,859	173,875
Whites in average daily attendance	52,270	69,116	64,709	69,929
Colored in average daily attendance	23,452	26,372	26,466	28,928
Whole average daily attendance	75,722	95,488	91,175	98,857
Whites studying higher branches	c4,365	6,195	.....	.....
Colored studying higher branches	.....	.....	.....	.....
Pupils supplied with free text books	.....	7,477	5,789	4,468
Pupils in private schools	25,948	20,477	.....	.....
Number of these in high grades	.....	10,157	.....	.....
SCHOOLS AND SCHOOL-HOUSES.				
Schools for white pupils	.....	2,788	2,787	2,908
Schools for colored pupils	.....	907	909	994
Whole number of public schools d	2,864	3,695	3,696	3,902
Number of these graded	.....	107	123	155
Average time of school in days	93	114	104	108
School-houses used	.....	3,559	3,414	3,638
School-houses owned by districts	190	504	764	1,034
School-houses built during the year	.....	.....	315	263
Valuation of all public school property	.....	$387,672	$524,638	$682,501
TEACHERS AND THEIR PAY.				
White teachers in public schools	2,521	3,493	3,378	3,472
Colored teachers in public schools	493	360	379	490
Whole number of teachers in public schools	3,014	3,853	3,757	3,962
Number of men teaching	1,951	2,570	2,434	2,529
Number of women teaching	1,063	1,283	1,323	1,433
Average monthly pay of men	$32 36	$30 58	$32 00	$32 74
Average monthly pay of women	26 33	28 25	32 00	32 15
Teachers in private schools	1,365	1,479	.....	.....
INCOME AND EXPENDITURE.				
Whole income for public schools	.....	$775,428	$1,023,000	$1,020,551
Whole expenditure for public schools	.....	923,256	950,417	1,006,989
STATE SCHOOL FUND.				
Amount of permanent fund	.....	$1,546,069	$1,500,000	.....

a This includes a school population of 29,842 in 3 cities where the races were not distinguished.
b Including 29,842 pupils in 1870–'71 not distinguished as to race.

TICS OF VIRGINIA—1870-'71 TO 1879-'80.

1874-'75.	1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
280,149	.....	.....	.....	280,849	314,827	I. 33,978	I. 85,219
202,640	.....	.....	.....	202,852	240,980	I. 38,128	I. 89,326
482,789	.....	.....	.....	483,701	555,807	I. 72,106	b I. 144,703
129,545	137,678	139,931	140,472	72,306	152,136	I. 79,830	I. 62,402
54,941	62,178	65,043	61,772	35,768	68,600	I. 32,832	I. 30,046
184,486	199,856	204,974	202,244	108,074	220,736	I. 112,662	I. 92,448
74,056	80,521	82,029	82,164	44,540	89,640	I. 45,100	I. 37,370
29,871	34,722	35,814	34,300	21,231	38,764	I. 17,533	I. 15,312
103,927	115,243	117,843	116,464	65,771	128,404	I. 62,633	I. 52,682
6,340	6,890	6,879	7,042	4,237	6,627	I. 2,390	.....
454	492	628	672	489	635	I. 146	.....
4,025	3,717	3,683	3,545	1,856	4,290	I. 2,434	.....
18,259	.....	.....	.....	.....	26,470	.....	I. 522
5,026	.....	.....	.....	.....	5,273	.....	.....
3,121	3,357	3,442	3,399	1,816	3,598	I. 1,782	.....
1,064	1,181	1,230	1,146	675	1,256	I. 581	.....
4,185	4,538	4,672	4,545	2,491	4,854	I. 2,363	I. 1,990
155	161	164	177	128	205	I. 77	.....
112	113	112	107	107	113	I. 6	I. 20
4,561	5,825	.....	4,144	.....	.....	.....	.....
1,256	1,499	.....	1,977	2,032	2,395	I. 363	I. 2,205
292	333	.....	250	126	216	I. 90	.....
$757,181	$851,731	$969,317	$1,012,503	$1,088,957	$1,177,545	I. $88,588	.....
3,723	3,984	4,069	3,930	2,089	4,088	I. 1,999	I. 1,567
539	636	671	673	415	785	I. 370	I. 292
4,262	4,620	4,740	4,603	2,504	4,873	I. 2,369	I. 1,859
2,711	2,913	2,967	2,853	1,410	3,009	I. 1,599	I. 1,058
1,551	1,707	1,773	1,750	1,094	1,864	I. 770	I. 801
$33 52	$34 95	$33 10	$32 19	$30 05	$29 20	D. $0 85	D. $3 16
28 71	30 37	27 37	27 14	24 73	24 65	D. 08	D. 1 68
1,319	.....	.....	.....	.....	1,609	.....	I. 244
$1,215,353	$1,215,325	$1,102,113	$938,381	$670,706	$1,290,288	I. $619,582	.....
1,023,396	1,069,679	1,050,347	963,895	570,389	946,109	I. 375,720	.....
$1,430,645	$1,430,645	$1,430,645	$1,430,645	$1,428,245	$1,468,765	I. $40,520	.....

c This includes both races.
d Each grade of 1 teacher in a graded school is counted a school.

STATE SCHOOL SYSTEM.

OFFICERS.

The officers having general charge of school affairs are a State superintendent of public instruction, elected by the legislature for 4 years, and a State board of education, composed of the superintendent, the governor, and the attorney general.

Local officers are county school superintendents, appointed by the State board of education for 4 years and confirmed by the senate; county school boards, composed of the county school superintendent and district school trustees; school trustee electoral boards, composed of the county superintendent, county judge, and county attorney; district trustees,[1] appointed by the school trustee electoral board; and subdistrict directors, elected by the voters of subdistricts for three years or appointed by the district school board in case the subdistrict fails to elect.

OTHER FEATURES OF THE SYSTEM.

The new State constitution of 1870 made provision for a uniform system of public free schools; it set apart for their support the annual interest on the literary fund, a capitation tax of $1 on all men over 21, and a State tax of not less than 1 nor more than 5 mills on the dollar, to be distributed on the basis of the number of youth 5 to 21, as determined by a census to be taken every 5 years. Counties and districts were allowed to raise additional sums by tax, not to exceed 5 mills on the dollar. Under advice of the State superintendent, however, county and district taxation has been restricted from the first to 10 cents on $100, except in the county of Alexandria, which may impose the full amount permitted by the constitution if three-fourths of the voters are willing. The amount of State tax levied, subject to the constitutional limit of 5 mills, is determined from time to time by the legislature. No State money is to be paid to a district that has not sustained a school at least 5 months. Schools are to be graded in all localities where the number of children is sufficient; they are free to all persons 5–21, but white and colored are not to be taught in the same school. The branches prescribed by law are orthography, reading, writing, arithmetic, grammar, and geography; no others may be admitted except by special regulations, one of these being that the plan must have the sanction of the county school board. Teachers are chosen by subdistrict directors, but are employed by the district trustees. To be thus employed and to receive pay from public funds, they must have certificates from county superintendents. These certificates are of two grades, good for 1 and 2 years respectively, the higher or professional certificate representing superior ability, experience, attainments, and success. Teachers are required to keep a daily register and are expected to attend their county institutes, suffering no loss of pay for time thus spent unless the session is longer than one week. Each county superintendent is required to hold at least one such institute during the scholastic year.

CHANGES IN THE SYSTEM.

Few changes of importance have been made in the school law of 1870. In 1871-72 it was enacted that preference should be given to graded schools in all localities where the number of children should be sufficient. In 1874–75 provision was made for the introduction of higher branches into the schools when in accordance with the judgment of county and district boards, the purpose being to encourage a grade of instruction intermediate between the common school and college, and such branches were authorized as are necessary to qualify pupils to become teachers as well as to fit for college. In 1876–77 the term of county superintendents was lengthened from 3 years to 4, and their pay, which had been in proportion to the population and schools of their respective counties, was increased for the larger counties and made to depend on population only. District boards of school trustees were required to be appointed by county school trustee electoral boards, instead of by the State board of education. In 1877–78 arrangements were made to determine the boundaries of subdistricts for white and black schools, and to have each alternate school open for the first 5 months and the remaining ones for the second 5 months of the school year.

GENERAL CONDITION.

The year that closed July 31, 1880, is reported by State Superintendent Ruffner to have been the best for the public schools since the organization of the new system in 1870. The number of such schools, the enrolment and average attendance, and the teachers employed were each about double that of the troublous year preceding; while 77 more schools were graded, 363 more buildings were owned by school districts, $88,588 were thus added to the value of school property, and the average school term for the State was lengthened by 6 days. Then, too, "an increased amount of State school money was turned over," and the districts seem to have come up encouragingly to the

[1] These are for magisterial districts, answering to northern townships.

help of the State by raising local funds. Yet, while there was a greatly larger outlay for teachers and school-house expenses, there was almost no increase in the cost of the administration of the system and a decided reduction in the per capita cost of education; this was due to a reduction in the pay of the teachers, their average monthly wages being now below the rate of any previous year. A census of youth of school age taken in 1880, the first since 1875, showed an increase in 5 years of 73,018, or 14,604 a year. More than half of this increase consisted of colored youth, from which class, as the preceding table shows, a comparatively small proportion is gathered into the schools. The percentage of colored enrolled and in average daily attendance in the last year, however, was fairly up to that of previous years. The teaching for the year through the influence of county and private institutes is believed to have been better than at any time before, while through 2 large State institutes held for white teachers at the university and for colored ones at Lynchburg in the vacation of 1880, with aid from the Peabody fund, a foundation for much improvement in future teaching has no doubt been laid.

PROGRESS IN TEN YEARS.

During the first year of the decade, the first also of the public school system, the superintendent says Virginia had an attendance of white children in public schools 50 per cent. greater than had in any previous year been enrolled in all the schools, and twice as large, counting both white and colored pupils. The number increased steadily (except in 1873) up to 1877, when it reached 204,974. The failure of State funds caused a falling off of over 2,700 in 1878 and of nearly 97,000 in 1879; but, funds returning, in 1880 the schools and attendance doubled. The number of graded schools having more than 1 teacher has risen from 70 to 205, but there has been no material rise in the average length of school term, the highest average reached having been in the second year. The average pay of teachers scarcely held its own, but the tendency was upward until the financial embarrassments of 1878 and 1879 made it necessary to reduce expenditures. School-house building progressed fairly; there were 2,395 houses owned by the districts in 1880 against 190 in 1871. The style of buildings has varied greatly, the cost ranging from $100 and $200 to $25,000. Improved desks and seats are being gradually introduced; blackboards are general, though not universal; and other appliances, such as globes and wall maps, are found in the larger towns. The work of protecting and beautifying school premises by trees, paint, and good fences has only been begun. Superintendent Ruffner notes, as an important element, although one which cannot be tabulated, a decided and steady improvement in the character of the schools, as well as in the public appreciation of them. It is shown that attendance on private schools advanced somewhat, and that, therefore, the vast work done by the public schools was largely clear gain.

That the colored people of the State have not had their fair proportion of schools the superintendent shows by a comparison of the number sustained for the two races, with the population of each respectively; but he says that after looking into the matter carefully he cannot find any evidences of injustice on the part of school boards. The white people, he says, have an advantage over the colored in the greater density of their population, as well as in their superior wealth, which enables them to supplement the pay of teachers, to furnish their children proper clothing, and to dispense with their labor. The proportion of total and of average attendance from year to year between the races was singularly uniform, except that in 1873, a year of relapse with the whites, there was a gain in the attendance of colored pupils. The record for the 10 years is a creditable one for the State, and much of that credit, it may now be said, belongs to the superintending head of the school system, who with remarkable fidelity has piloted it through many difficulties, has courageously battled for it against all assaults, and will leave it to a successor in March, 1882, a splendid monument of what perseverance, bravery, and well directed skill can accomplish in twelve years.

AID FROM THE PEABODY FUND.

Since 1870 a total of $206,000 has been given by the trustees of this fund to aid education in Virginia, because the people there and the authorities were ready to do their part. During the year 1880 the superintendent reported $5,200 received at his office, which was to be used "chiefly for the improvement of teachers." Of this sum $1,500 were appropriated to the support of schools, $200 to the Educational Journal of Virginia, $3,500 to teachers' institutes, nearly $3,000 of this sum being used at the 6 weeks' institutes at the university and Lynchburg already mentioned. Then, besides the $5,200 thus passed through the State office, $500 were given to the Hampton Normal and Agricultural Institute, and $1,600 for scholarships at the Nashville Normal College; in all, $7,300 for 1880.—(State report.)

KINDERGARTEN.

Two of these schools report for 1880, the American Kindergarten, Lynchburg, and the Kindergarten connected with the Leache-Wood Seminary, Norfolk. For statis

tics, see Table V of the appendix; for a summary of them, see the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

Public school boards, composed of not more than 3 trustees from each ward, or 3 for each school district in case there are no wards, attend to the school affairs of cities and towns. In cities of 10,000 or more inhabitants the State board of education appoints a city superintendent of schools.—(School laws.)

STATISTICS. *a*

Cities.	Population, census of 1880.	Children of school age.	Public schools.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Alexandria	13,659	4,582	20	1,048	804	17	$11,121
Danville	7,526	2,126	14	1,059	519	14	5,909
Lynchburg	15,959	4,907	31	1,815	1,070	31	19,525
Norfolk	21,966	6,695	28	1,613	1,117	26	16,214
Petersburg	21,656	6,392	33	2,020	1,492	28	*b*15,146
Portsmouth	11,390	3,210	14	1,010	611	14	9,640
Richmond	63,550	21,536	118	5,911	5,130	129	83,862

a The statistics, except in the case of population and expenditure, are taken from the State report.
b State report.

ADDITIONAL PARTICULARS.

Alexandria reports school property worth $26,000 in 1880, with 1,150 sittings in the public and 1,200 in private and parochial schools; the primary and grammar the only grades in this city, the former having an attendance of 56 pupils a day to a teacher, the latter, 38; and the schools open 197 days. Institutes were held once a month, the teachers attending with great punctuality and profiting by the discussions. A table of enrolment and attendance for the decade presents an enrolment of 1,109 in 1871 to 1,049 in 1880, and an average attendance of 652 in 1871 to 804 in the latter year. Although no high school is reported, there are said to have been 121 pupils studying the higher branches.—(Report, return, and State report.)

Danville reports 500 sittings for study in 14 schools, located in 2 buildings, valued, with grounds and sites, at $20,100. The public schools were taught 160 days by teachers who received as average monthly salary, males, $63.95, females, $37.18. In the private and parochial schools 336 pupils were enrolled.—(Return and State report.)

Lynchburg had 20 primary school rooms, 7 grammar, and 4 high, in 6 buildings, valued at $34,000. An average daily attendance to a teacher of 37.35 pupils in the lowest and 21 in the highest grade is reported. There were 110 whites studying the higher branches. The schools, which held 1,075 sittings, were taught 194 days. Private and parochial schools enrolled 590 pupils.—(State report and return.)

Norfolk valued its 7 school buildings, with 1,320 sittings for study, at $59,000; had an average daily attendance of 43 pupils to a teacher, reporting no special teachers; kept the schools open 191 days; had 174 white and 85 colored pupils studying the higher branches; and reported 8 rooms in private and church schools, with an estimated enrolment of 550 pupils.—(Return and State report.)

Petersburg divided her 33 schools into 18 white and 15 colored, all taught by white teachers, at a salary of $75 for males and $46.01 for females. The average monthly enrolment to each teacher in 1879–'80 was 56; number supplied with text books at public expense, 104; number studying higher branches, all whites, 80. Of the 4,000 colored children in the city of school age not more than 1,200 were enrolled during the year in either private or public schools, and considerable irregularity on the part of white pupils was also reported, so that the superintendent fears that the advantages of education are not understood by all.—(State report.)

Portsmouth had 10 white schools and 4 colored, all taught by white teachers, at a salary of $72.50 a month for men and $38.50 for women. Twenty-eight white pupils were reported studying higher branches.—(State report.)

Richmond reported 12 different school buildings, valued, with furniture and grounds, at $259,603. The number of sittings for study in public schools was 5,840; in private schools, 3,500. There were 2 high school buildings, with 390 sittings, and the number of pupils studying the higher branches was 347 whites and 65 colored. The male teachers received $86.69 as average monthly salary; the women, $42.15. The average daily attendance to a teacher was, in primary grades 40, in grammar 36, in high 25; school days taught, 188.—(State report and return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Provision is made for the training of teachers by means of various normal institutes and of the following schools: The Valley Normal School, Bridgewater, organized in 1873; Hampton Normal Institute, Hampton, 1868; St. Stephen's Normal School, at Petersburg, 1871; and Shenandoah Valley Normal School, Strasburg, 1873. The first mentioned has reported in different past years primary (model school), intermediate, grammar, business, teachers', and classical departments. The Hampton Normal originated in 1861, a day school being opened under the auspices of the American Missionary Association. In April, 1868 (after purchasing and fitting up buildings), the normal school was opened, with 15 pupils, on the manual labor basis. The range of studies included little more than the common English branches, the purpose being to qualify the students for teaching primary schools; a portion of the time of each student was also to be devoted to manual labor. In June, 1870, the institution received a charter from the assembly, and in March, 1872, received one-third of the agricultural college land grant of the State. The property has grown to be so considerable that the number of students and employés upon the ground is 500 on an average. The course of study occupies 3 years and embraces the common branches, with methods of teaching, and also instruction in agriculture, horticulture, sewing, cookery, household work, and printing. Up to May 19, 1880, 1,429 pupils had been admitted; in 1879–'80 the enrolment was 354, of whom 68 were Indians. St. Stephen's Normal School reported 8 resident instructors, 20 normal students, 350 other students, 3 graduates in 1879–'80, and 50 graduates engaged in teaching. From the Shenandoah Valley Normal School no information was received.—(Reports, returns, School Moderator.)

GENERAL TEACHERS' INSTITUTES.

The normal institutes, held at the University of Virginia and at Lynchburg for white and colored teachers respectively, constituted a very important feature of the year's work. The former enrolled 467 members, many of them public school teachers, who during the 6 weeks' session listened to the instruction given by the 3 regular professional instructors and to the lectures of prominent educators from different sections of the country. The institute for colored teachers was also open 6 weeks, with an enrolment of 240, and provided practical and thorough instruction. The best methods of teaching the primary branches were explained, as well as leading points in school organization and discipline. The university institute was the first effort on a large scale to give a systematic course of instruction to Virginia teachers and to test the demand for such instruction among the teachers themselves. Both these institutes were very successful.—(State report.)

COUNTY INSTITUTES.

The law requires county superintendents to hold at least one teachers' institute each year in their respective counties. These important meetings are now becoming general, and in 1879–'80 there were 31 counties and cities holding more than 1. The more frequent sessions were in Alexandria City and County, Lynchburg, Petersburg, and Montgomery County.—(State report.)

EDUCATIONAL JOURNAL.

The Educational Journal of Virginia, published monthly at Richmond, issued its eleventh volume in 1880. Throughout the period of publication it has afforded full information as to the State school system, and has done much for the improvement of teachers in methods of teaching.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The law provides for an intermediate grade of instruction between the common school and the college, the branches to be such as are needed for the qualification of pupils desiring to teach or to enter with advantage into any of the colleges or higher institutions of the State. The introduction of such branches in any school is to be sanctioned by the county school board and to be discontinued whenever said board shall deem it advisable. The State reports 7,262 pupils studying the higher branches in 1879–'80, but does not give the number of high schools. Of the different cities sending returns Danville reports 1 high school room in which pupils are seated for both study and recitation; Lynchburg, 4, with 111 pupils enrolled; Norfolk, 4, without note of pupils; Richmond, 390 sittings in the higher grades, with 271 enrolled and 188 in average daily attendance.—(School laws, State report, returns.)

OTHER SECONDARY SCHOOLS.

For business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix. For summaries of their statistics, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR YOUNG MEN.

Eight colleges and universities, all exclusively for young men, report a total attendance during 1879–'80 of 936 students (569 residents of Virginia and 367 from other States), under 70 professors. The arrangement of studies is that of independent schools in Randolph Macon and Richmond Colleges, in the University of Virginia, and in Washington and Lee University; all, however, presented the usual studies of a classical course, nearly all added general scientific branches, while at least 2 had schools of engineering. French and German were taught in 7; 2 added Hebrew, Spanish, and Italian; 1 of the latter, Anglo-Saxon also. Commercial or business courses were offered by 2, law by 3, and medicine by 1. Two report themselves as non-sectarian, 2 were under Methodist Episcopal influence, while the Presbyterian, Lutheran, Protestant Episcopal, and Baptist denominations had 1 each. Gifts were received during the year by 3, the total amounting to $30,854, of which Hampden Sidney College (Presbyterian) had $11,854 from sundry persons to increase the endowment and library fund; Richmond College (Baptist), $5,000 for general purposes; and Roanoke College (Lutheran), $10,000 from the estate of Jacob Presinger, with $4,000 more from donors in Boston, New York, and Philadelphia. None of these colleges was organized during the last decade, the latest being Emory and Henry College (1838), and the oldest, William and Mary (1693). The latter had not recovered from the pecuniary embarrassment caused by the destruction of property during the war, but still maintained its organization and had 29 students during the year, though whether in collegiate or preparatory departments is not stated. Washington and Lee University was known as Washington College previous to 1871.

The University of Virginia, established in 1827, is a non-sectarian institution supported largely by the State. Tuition in the academic department is free to Virginians over 18; and there are 11 scholarships for non-residents, covering tuition and matriculation fees, 5 in the academic department and 2 each in those of law, of medicine, and of industrial chemistry, engineering, and agriculture. The undergraduate course of academic study comprises 11 independent schools, including classical and scientific studies; also, the French, German, Italian, Spanish, and Anglo-Saxon languages. There is a graduate department, and there are professional schools which will be noted further on. The undergraduate academic degrees given are those of proficient, graduate in a school, bachelor of arts, and master of arts. Doctor of philosophy is given after a certain course of graduate study. There were 328 students attending in 1879–'80, against 447 in 1870–'71.

For statistics of colleges reporting, see Table IX of the appendix and a summary of it in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of 16 or more colleges and seminaries for young women, nearly all being authorized by law to confer collegiate degrees, 10 send some information for 1879–'80 and 9 of them report a total of 739 students in collegiate departments. All but 4 of them are under denominational influence: Baptist, 4; Methodist, 3; Lutheran, 2; Protestant Episcopal, 2; and Presbyterian, 1. Four of them were organized in 1870 or since that year, viz: Staunton Female Seminary, Staunton, in 1870; Farmville College, Farmville, in 1873; Episcopal Female Institute, Winchester, 1874; and Norfolk College for Young Ladies, 1880.

For full statistics of colleges reporting, see Table VIII of the appendix, and for a summary of it, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Opportunities for instruction in scientific and technical branches are found in 4 independent scientific schools, as well as in 3 of the colleges above mentioned. The University of Virginia, Washington and Lee University, and Emory and Henry College all offer courses in some branches of engineering, and the former in agriculture also.

The independent schools of science are the Virginia Agricultural and Mechanical College, Blacksburg; Virginia Military Institute, Lexington; Hampton Normal and Agricultural Institute, Hampton; and the Polytechnic Institute, New Market. The Agricultural and Mechanical College, organized in 1872, offers free tuition to about 200 students, possible holders of scholarships, but only had 92 attending during 1879–'80.

The course extends over 3 years, besides 1 preparatory year, and includes, besides literary, linguistic, and mathematical branches, military tactics, agriculture, and mechanics. A part of the congressional grant for the benefit of agriculture and the mechanic arts goes to this school and the remainder to the Hampton Normal and Agricultural Institute. The latter has been very successful in training colored and Indian youth in agricultural, mechanical, and other industries. The Virginia Military Institute had 129 students in its 4 years' undergraduate course, which includes architecture, civil engineering, machine work, mining, metallurgy, analytical and applied chemistry, and agriculture. The Polytechnic Institute appears to be not so much for scientific as for general training; the undergraduate department, which extends over 2 years, besides literary and mathematical branches, embraces a school of natural science.

PROFESSIONAL.

The 4 *theological* schools are Union Theological Seminary, Hampden (Presbyterian); Richmond Institute, Richmond (Baptist); Theological Seminary of the Evangelical Lutheran Church, Salem; and Protestant Episcopal Theological Seminary, Theological Seminary P. O., Fairfax County. All report an undergraduate course of 3 years. Richmond Institute, which is for colored students, precedes the professional course by six years of preparatory and academic study. The others require an examination of applicants for admission who have not had a collegiate training. All these schools were established before 1870; the Lutheran Seminary was, however, removed in 1872 from Lexington to Salem, its present seat. A gift of $15,000 was received by the Union Theological Seminary in November, 1880, under the will of Joseph B. Wilson, of Rockbridge County. For statistics, see Table XI of the appendix, and for a summary, the report of the Commissioner preceding.

Legal instruction is given in departments of Richmond College, the University of Virginia, and Washington and Lee University. The school at Richmond College, first opened in 1870, had 10 students during 1879–'80 and graduated 7. The course extends over 2 years, but students are allowed to complete it in 1, although earnestly advised to give 2. In Washington and Lee University the course is arranged with a view to its completion in 1 year, but students who prefer to devote 2 to it may do so and are thus able to pursue at the same time certain academic studies. There were 19 students in 1879–'80. The law department of the University of Virginia has a 2 years' course, but students are allowed to complete it in 1, although advised to spend 2 on it. There were 117 attending during the year. This university also presents a private summer course in law of 2 months, in which there are junior and senior classes. For statistics, see Table XII of the appendix, and for a summary of them, the report of the Commissioner preceding.

The 2 *medical* schools are the medical department of the University of Virginia and the Medical College of Virginia, Richmond. The former presents a graded course of 2 years (each of 9 months) and requires no examination for admission. Students who can pass an examination on the studies of the junior year may enter the senior class and graduate after attending 1 session. Sixty students attended during 1879–'80 and 12 were graduated. The college at Richmond had 50 students attending (of whom 10 had received degrees in letters or science) and graduated 20. The course extends over 3 years of 40 weeks each. An examination for admission is required "if considered necessary." For statistics, see Table XIII of the appendix; and for a summary, the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Virginia Institution for the Education of the Deaf and Dumb and the Blind, Staunton, founded in 1839, has received since that date 501 deaf and dumb and 240 blind pupils. In 1879–'80 there were 98 of the former and 35 of the latter reported. The value of grounds, buildings, and apparatus for the two classes was $175,000; State appropriation for 1880, $35,000; expenditure, $32,302. The articulation method is employed in teaching the deaf and dumb, and they have instruction in such studies as reading, writing, arithmetic, geography, United States history, Scripture lessons, composition, drawing, oil painting, and familiar science, with such industries as printing, tailoring, carpentry, shoemaking, bookbinding, knitting, sewing, and crocheting. To the blind are taught the common branches, algebra, geometry, natural science, French, and music, with mattress and broom making, cane seating, knitting, &c. The average number of years spent in the institution is six; number of graduates who have become teachers in similar institutions, 68.—(Report and returns.)

INDUSTRIAL TRAINING.

The *Hampton Normal and Agricultural Institute* teaches various industries to its Indian and negro students. The girls learn housework and knitting; the boys work on

the farm, as carpenters, shoemakers, blacksmiths, tailors, printers, brickmakers, &c. A cookery class for negro and Indian girls was also established in 1879–'80, and for the next term a flower and a vegetable garden were planned, these to be worked by girls under good instruction.—(Report.)

The *Miller Manual Labor School*, for orphan and outcast children of Albemarle County, received its first pupils October 15, 1878; since that date 104 have been enrolled. Reading, spelling, arithmetic, geography, composition, dictation, history, geometry, trigonometry, algebra, philosophy, Latin, French, and German are to be taught, while book-keeping, penmanship, and free hand and mechanical drawing also enter into the course. In the intervals between their studies the boys work in the shop, in the printing office, on the farm, or in the garden.—(Catalogue.)

Information for 1879–'80 was received from 4 homes and asylums for orphan or dependent children, in which 104 children were reported for that year. Reading, writing, and arithmetic were taught in all. The St. Paul's Church Home, Petersburg, dating from 1875, trains its girls for servants; the Portsmouth Orphan Asylum (1856) teaches horticulture, care of stock, &c.; the Male Orphan Society, Richmond (1846), cigar making; and the St. Paul's Church Home, Richmond (1862), domestic work, sewing, knitting, and fancy needlework.—(Returns.)

EDUCATIONAL CONVENTION.

EDUCATIONAL ASSOCIATION OF VIRGINIA

This association held its fifteenth annual session at Hollins Institute July 13-15, 1880. Although the attendance was very small those present were said to have profited much by the excellent papers and addresses. The first evening was occupied with an address of welcome from Prof. C. L. Cocke, superintendent of the institute, and with the organization. On the next day a report of the financial transactions of the year was followed by a paper on chemistry, by Prof. F. P. Dunnington: by one on the business features of educational establishments; on education in Virginia, its excellences, its defects, its future; on English language and literature, Prof. W. T. Thom directing attention to quite a number of recent works on English, which elicited from Prof. T. R. Price a capital outline of an English course. The third day's proceedings were opened by a paper on "The strong points in southern society: how they can be conserved;" then came a discussion on female education, growing out of papers on "Courses and standards in high schools for girls," and on the "School life of girls: with what aspirations shall it be stimulated?" An address by President J. D. Dreher on "Endowments: how shall capital be attracted in larger amounts?" contained valuable suggestions; "The profession of teaching: how can it be made more attractive, remunerative, and permanent?" followed; and resolutions in memory of Dr Barnas Sears and of Prof. Harry Estill were adopted. The association adjourned to meet at Ocean View in July, 1881.—(Educational Journal of Virginia.)

OBITUARY RECORD.

PROFESSOR HARRY ESTILL, A. M.

Died, in Augusta County, May 16, 1880, in the thirty-seventh year of his age, Harry Estill, professor of natural philosophy at Washington and Lee University and former professor of mathematics at Randolph Macon College. Chosen to fill the chair of mathematics in the latter college at its reopening in 1868, Professor Estill's greatest delight was the ever widening expression of modern mathematics, the reduction into mathematical shape of other sciences, especially heat, optics, logic, and political economy. Noted for courage, truthfulness, and decision of character, he was a man born to be obeyed, so that as a teacher trouble was unknown in his classes. His well balanced character, love for his profession, and enthusiasm in his studies made him, even in his short life, a power in the cause of exact science and of scientific education.—(Educational Journal of Virginia.)

BARNAS SEARS, D. D., LL. D.

Rev. Dr. Barnas Sears, who died at Saratoga, N. Y., July 6, 1880, was born at Sandisfield, Mass., November 19, 1802. He graduated at Brown University in 1825; studied theology in the seminary at Newton; was pastor of the First Baptist Church at Hartford for about 2 years; accepted in 1829 a professorship of languages in what is now Madison University, Hamilton, N. Y.; went to Europe in 1833 and studied for several years at Halle, Leipzig, and Berlin; returning, he was chosen professor and later president of the Baptist Theological Seminary at Newton. In 1842 he began to publish learned works, and was for several years editor of the Christian Review. From 1848 to 1855 he was secretary and executive agent of the Massachusetts board of education, and in that capacity did much to elevate the standard of teaching in the public schools. In 1855 he accepted the presidency of Brown University, filling that

place for nearly twelve years with exceptional ability. In March, 1867, Dr. Sears was selected to take charge of the Peabody educational fund, and as general agent of that fund for public education in the South he made Staunton, Va., his residence. His administration of the fund showed his marked ability, his aims being directed first to the encouragement of graded school instruction, and afterwards to the improvement of the character of southern teaching. Through such aid good school systems have been built up, and there is opportunity for still greater improvement by means of normal schools and institutes. Warm-hearted and sympathetic, his intellectual clearness, activity, and cultivation were remarkable, his love of learning insatiable, his habit of study continuous, and his judgment as to ends to be attained and means to reach them wonderfully sound. Dr. Sears received the degree of D. D. from Harvard in 1841, and that of LL. D. from Yale in 1862.—(State report, Virginia; Boston Daily Advertiser; Daily Saratogian.)

CHIEF STATE SCHOOL OFFICER.

Hon. WILLIAM H. RUFFNER, *State superintendent of public instruction, Richmond.*

Mr. Ruffner was appointed to the office of superintendent in March, 1870; his third and last term was March 15, 1878, to March 15, 1882. Hon. R. R. Farr has been elected to succeed Mr. Ruffner.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.
POPULATION AND ATTENDANCE.				
White youth of school age (6–21)	113,091	62,699	129,196	164,567
Colored youth of school age (6–21)	a4,705	a1,409	a4,180	5,540
Whole number of school age	a166,749	a170,035	a171,793	170,107
Whites enrolled in public schools	.....	.....	.....	105,895
Colored enrolled in public schools	.....	.....	.....	4,461
Whole public school enrolment	76,599	85,765	81,100	110,356
Average daily attendance, white	.....	.....	.....	66,713
Average daily attendance, colored	.....	.....	.....	1,584
Whole average daily attendance	51,336	56,317	61,244	68,297
SCHOOL DISTRICTS AND SCHOOLS.				
School districts (former townships)	327	327	329	321
Subdistricts in these	2,567	2,567	2,411	2,845
Public high schools	3	3	2	2
Public graded schools	48	64	71	85
Public ungraded schools	2,272	2,412	2,784	2,936
Whole number of public schools	2,323	2,479	2,857	3,023
Average time of school, in days	77	81	79	c82
Frame and log school-houses	1,986	2,133	2,509	2,749
Brick and stone school-houses	73	83	103	81
Whole number of public school-houses	2,059	2,216	2,612	2,830
School-houses built during the year	151	116	91	131
Valuation of school property	$1,013,326	$1,224,335	$1,401,656	$1,540,461
TEACHERS AND THEIR PAY.				
Men teaching in public schools	1,951	2,095	2,443	2,541
Women teaching in public schools	517	550	639	801
Whole number of teachers employed	2,468	2,645	3,082	3,342
Average monthly pay of white men	d$34 95	d$35 04	d$34 00	$35 70
Average monthly pay of white women	d32 13	d28 98	d28 89	d29 55
Average monthly pay of colored men	.....	.....	.....	.....
Average monthly pay of colored women	.....	.....	.....	.....
RECEIPTS AND EXPENDITURES.				
Whole receipts for public schools	$632,069	$551,393	$748,064	$823,212
Whole expenditure for public schools	577,719	536,737	456,110	704,768
STATE SCHOOL FUND.				
Whole permanent fund reported	$229,300	$284,717	$284,717	.....

a Enumeration of colored race imperfectly reported. b Incomplete.

OF WEST VIRGINIA—1870-'71 TO 1879-'80.

1874–'75.	1875–'76.	1876–'77.	1877–'78.	1878–'79.	1879–'80.	Increase or decrease since 1878–'79.	Increase or decrease since 1870–'71.
173,917	178,339	185,683	201,237	198,844	202,364	I. 3,520	I. 89,273
5,980	6,421	6,923	8,295	7,279	7,749	I. 470	.....
179,897	184,760	192,606	209,532	206,123	210,113	I. 3,990	.....
b96,933	120,098	121,810	126,233	132,751	138,779	I. 6,028	.....
b2,847	3,397	3,522	3,951	3,775	4,071	I. 296	.....
117,845	123,495	125,332	130,184	136,526	142,850	I. 6,324	I. 66,251
73,395	70,112	81,092	83,356	87,638	89,022	I. 1,384	.....
1,905	2,166	2,377	2,628	2,630	2,682	I. 52	.....
75,300	72,278	83,469	85,984	90,268	91,704	I. 1,436	I. 40,368
310	356	347	352	361	363	I. 2	I. 36
2,634	3,124	3,144	3,227	3,383	3,529	I. 146	I. 962
8	5	5	9	8	8	.....	I. 5
64	67	65	82	105	103	D. 2	I. 55
2,734	3,269	3,320	3,419	3,612	3,680	I. 68	I. 1,408
2,806	3,341	3,390	3,510	3,725	c3,811	I. c86	I. c1,488
84	86	83	88	92	90	D. 2	I. 13
2,866	3,037	3,125	3,197	3,377	3,458	I. 81	I. 1,472
93	90	91	100	96	99	I. 3	I. 26
2,959	3,127	3,216	3,297	3,473	3,557	I. 84	I. 1,498
117	141	126	81	176	152	D. 24	I. 1
$1,605,627	$1,660,468	$1,714,600	$1,688,349	$1,676,872	$1,670,588	D. $6,284	I.$657,262
2,677	2,797	2,818	2,822	3,142	3,104	D. 38	I. 1,153
784	896	971	925	989	1,030	I. 41	I. 513
3,461	3,693	3,789	3,747	4,131	4,134	I. 3	I. 1,666
$35 03	$34 89	$37 70	$29 54	$28 21	$27 70	D. $0 51	D. $7 25
30 77	32 09	29 22	26 19	26 19	29 28	I. 3 09	D. 2 85
32 28	30 83	30 00	26 85	28 11	29 22	I. 1 11	.....
25 45	15 97	28 51	23 36	26 64	28 72	I. 2 08	.....
$753,477	$860,644	$860.644	$835,175	$787,521	$791,083	I. $3,562	I.$150,014
715,161	793,272	793,272	687,275	709,071	716,864	I. 7,793	I. 139,145
.....	$340,411	$354,811	$392,232	$400,074	$423,989	I. $23,915	I.$194,689

a Including 20 union schools.

d Races not distinguished.

STATE SCHOOL SYSTEM.

OFFICERS.

From 1870–'71, there have been for the State at large (1) a superintendent of free schools, chosen by the people for a four years' term since 1872; (2) a State board of school fund, embracing the superintendent and other chief executive officers; (3) a board to examine candidates for State teachers' certificates, and license them if approved; (4) a board of regents of the Normal School; and (5) a board of regents of the State University.

For each county a superintendent of free schools has been chosen by the people in the alternate odd numbered years, and a county board of examiners is formed by associating with him annually 2 experienced teachers chosen by the presidents of district boards of education in the county.

For each school district (which embraces what up to 1873 was a township) there is a board of education of 3 members,[1] chosen by the people of the district at the same time at which the county superintendent is elected.

For each subdistrict into which a district may be divided, the district board of education chooses at the outset a board of 3 trustees, and annually afterward one to replace the outgoing one.

A high school may be formed by the concurrent action of 2 or more districts, the boards of education concerned either electing directors, removable at their discretion, or delegating the care of the school to the board within whose territory it is held.—(School laws of 1877.)

OTHER FEATURES OF THE SYSTEM.

The State schools throughout the decade have been sustained and conducted essentially under the same general law as in 1871. The schools are free to all youth between 6 and 21 years of age in the districts in which they are established. There are to be enough of them in each district for primary instruction of all entitled to attend, those for whites and colored to be separate. The funds for the colored children can in no case be used for the whites. High schools, as well as graded schools leading up to them, are authorized in such districts as require them. For all there are to be duly licensed teachers, who must keep the prescribed registers of attendance and studies and make the required monthly and term reports to the secretary of their board of education in order to draw their pay. The schools are sustained from the proceeds of a permanent fund, a school tax of 10 cents on the $100, the fines and forfeitures of the previous year, and a capitation tax of $1 on each voter, while districts are required to raise for the same purpose annual taxes not to exceed 50 cents on each $100, and to maintain a primary school for at least 4 months each year or lose their share of the State apportionment, which is according to the number of youth of school age as ascertained by an annual census. For graded schools beyond the primary 15 cents more on the $100 may be raised and for a high school 30 cents; while for schoolhouses and all expenses beyond teachers' salaries 40 cents on the $100 may be levied. Plans for school-houses must be approved by the county superintendent before the building can be erected. The school month for teachers is 22 days, 20 of which are to be given to teaching and 2 to be carried to the account of the institutes which the teachers of State schools are required to attend not less than 8 days each year.—(School laws, edition of 1877.)

GENERAL CONDITION.

The report for 1879–'80 shows gratifying progress. With only 3,990 more youth of school age, 6,324 more were in public schools and 1,436 more were held in average daily attendance, all but 52 of this last increase being whites. The per cent. of average daily attendance on number of children between 6 and 16, according to the State report, was 92. To accommodate the increased attendance, there were 86 more public schools, with 714 more licensed teachers; and although 38 fewer male teachers were employed, there were 45 more females, while there were 2 more school districts, 146 more subdistricts, and 84 more school-houses.

With all these items of important increase, to which, as the tables show, there were few offsets, the cost of the school system for the year was held at almost the same point as the year before, less than $8,000 covering the whole addition to it. Nor did the teachers generally have to suffer to secure this, for, except a slight reduction in the average pay of white males, the rate of monthly pay went up. The superintendent says, indeed, that the general growth was largely due to improvement in the quality of teachers and in their interest in school work, both which he thinks were brought about by a higher efficiency in the training at the normal schools and in the county and district institutes aided by funds from the Peabody trustees.

RÉSUMÉ FOR TEN YEARS.

The statistics of 1879–'80, compared with those of 1870–'71, show even greater progress for the decade than that in the last year. The increase in school population,

[1] Consisting of 4 members until 1872–'73.

as reported, was 43,364; in enrolment, 66,251; and in average daily attendance, 40,368; showing that, with an increase in school population of only 26 per cent., the per cent. of increase in enrolment and average daily attendance nearly doubled. There were 36 more districts and 962 more subdistricts having schools; while of the schools 5 more were high schools, 55 more graded schools, and 1,488 more common schools; 1,498 more school-houses and 1,666 more teachers showed fair provision for increased school population. As to school property it is evident from an increase of $657,262 in value that there must have been a considerable improvement in the quality of the later buildings, the increase in the outlay for this improvement being about 58 per cent. The log houses were giving place to more commodious frame, brick, and stone buildings. It is also apparent that there was a corresponding growth of interest in the public schools from the fact that an increase of 25 per cent. in the school income came largely, if not wholly, from an increase of 75 per cent. in district levies, while the increase in expenditure (only 24 per cent.) and in average daily attendance (79 per cent.) indicates both an economical management of the funds and a greatly improved condition of the schools. The reports also show that this increase in provision for free instruction and in the number actually taught was about three times as great as the increase of youth entitled to the privileges of free schools. As to teachers it might have been hoped that with an increase in their quality and attractive teaching power there would be a corresponding increase in their wages; but instead of this must be recorded a decline of $7.25 in average monthly pay of white males and of $2.85 in that of white females.

PEABODY FUND.

The amount contributed to the State during the decade was $94,860. Of this amount $2,000 went toward the expenses of teachers' institutes during 1880. The remainder was used to sustain graded schools and an educational journal.

GRADUATING SYSTEM FOR COUNTRY SCHOOLS.

The system of graded studies, annual examinations, commencement exercises, and diplomas of graduation introduced by Superintendent A. L. Wade, of Monongalia County, in 1876, continued to be regarded with increasing favor; where introduced, it appeared to give new life to the country schools. Marion County reported in 1878 the introduction of this plan the previous year and its great success, having graduated from all its schools in two years 225 and formed classes for the future. In 1879–'80 there were 6 of these schools in this county in successful operation. In this year Tyler County reported the graduation of 57 from its primary schools, and that the system had done much to improve the public schools in that county. The State superintendent, in his report for 1879–'80, calls attention to his former recommendations on this subject, as there can be no question of the value and importance of this system. Further than this no information in regard to the system has reached this Bureau.—(State report and Commissioner's report, 1878.)

CITY SCHOOL SYSTEM.

WHEELING.

Officers.—The officers here are a board of education of 3 members for each ward, with a superintendent of the city school district, appointed by the board and required to have had, before his appointment, at least 3 years of practice in graded school work.—(Act creating the district and State school laws, 1877.)

Statistics.—Population, 30,736; school population, 10,903; enrolment, 4,785; average daily attendance, 3,300; teachers, 93, teaching in 8 brick school buildings, which, including land, furniture, and apparatus, were valued at $236,680. There was a gain in school population of 579; in enrolment, of 97; in teachers, of 2; and in average daily attendance, a loss of 174.—(State report, 1879–'80.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The West Virginia State Normal School, established under an act of 1867, in connection with Marshall College, Huntington, with its branches at Fairmont (1869), West Liberty (1871), Glenville and Shepherdstown (1873), continued in 1880 the work of training teachers for the schools. These institutions, established by the State, are under the control of a board of regents, with local executive committees for the direct supervision of each school, and are for the exclusive use of the white youth of the State. The course for each is the same, covering 3 years of instruction in the branches taught in the common schools, as well as in the art of teaching them and management in the school room. Upon completion of the course the regents confer diplomas with the title of normal graduate, which, up to 1880, authorized the holder to teach throughout the State, while those desiring to continue their studies may do so under appointment of the regents. Pupils who agree to teach in the free schools one year are admitted free of tuition and provided with books. All except the one at West Liberty report for 1879–'80, showing a total of 14 instructors, 261 normal students,

and 31 graduates for the year, 23 of whom engaged in teaching. A falling off of 2 instructors and 145 students resulted from the failure of State appropriation for 1880.

Besides these State normal schools, there is one at Harper's Ferry established in 1867 by friends of the colored people. At first this school was intended for training colored teachers, but afterwards, as it afforded opportunities for higher education, it was named Storer College, having preparatory, normal, and academic departments, with 3 and 4 years' courses of study. It reports for its third year 5 instructors, with 203 normal and 42 classical students, 13 graduates, 3,200 volumes in the library, and instruction in elementary drawing, with vocal and instrumental music.

TEACHERS' INSTITUTES.

The State school laws make it the duty of each county superintendent to aid the teachers to improve themselves in their profession. With this in view he is to encourage the formation of county institutes for mutual improvement, to attend these himself whenever practicable, to give such advice and instruction as may contribute to their efficiency, and, in connection with superintendents of adjoining counties, to encourage the formation of union institutes, attend and participate in the exercises of the same, aiming throughout at the improvement of the teachers and thus at the elevation of their work and their profession. Public school teachers are required to attend the institutes held in their county or district for an average of 2 days in each month contracted for, or 8 days in the school year, during which attendance their wages continue.

The State appropriation in aid of these institutes being only $500 in 1880, or $9.26 for each county, the general agent of the Peabody fund directed that the whole appropriation made should that year be expended on institutes. With this aid 1 institute was held in every county and in some large ones 2 were held, none, however, being well attended. Besides these, 4 district institutes were held, conducted by Professor Ladd, who called to his aid the late Dr. Sears and Professor De Graff of New Jersey. The effect of these institutes was excellent.

SECONDARY INSTRUCTION.

FREE PUBLIC HIGH SCHOOLS.

The law authorizes this class of schools for the higher instruction of the advanced pupils of either a single district or of two or more districts uniting for the support of one school. In 1880 there were 8 reported, the same number as in previous years, but with no note of pupils in them, except as these may be included in 285 reported as studying German and 7,943 reported in other branches than those required by law.

OTHER SECONDARY SCHOOLS.

For business colleges and private academic schools, see Tables IV and VI of the appendix to this volume; for preparatory departments of colleges, see Table IX; for full summaries of the statistics of each class of schools, corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *West Virginia University*, Morgantown, chartered in 1867, owed its establishment and partial endowment to the congressional land grant for the benefit of agricultural colleges. It was first opened as "The Agricultural College of West Virginia," but, in order to carry out a plan of having this a State institution on a university basis, the name was changed, in 1868, by legislative action. The courses in 1868 were preparatory, 2 years; literary, 4; scientific, 3; agricultural, 2; military tactics throughout a 3 years' course; normal classes during 1 or 2 terms each year; and an optional course leading to a certificate instead of a degree. In 1869 lectureships in civil and constitutional law, physiology, hygiene, and similar subjects were provided for;[1] in 1871 a department of engineering, the first 2 years like the general scientific course, the third devoted to this branch and kindred studies; in 1872 the scientific course was extended to 4 years, while that of engineering was correspondingly increased. The different departments were arranged in schools, the instruction given not varying much from year to year. In June, 1878, the first step was taken towards the establishment of regular departments of law and medicine. These will be treated under the proper headings. A total of 166 students was reported in 1870–'71; in 1879–'80 there were 132.—(Catalogues.)

The other colleges reporting are Bethany (Christian), organized in 1841; West Virginia, Flemington (Free Will Baptist), in 1870; Shepherd, Shepherdstown (non-sectarian), in 1873. Bethany has 3 separate, complete courses—classical, scientific, and ministerial—also special courses in engineering, physics, and chemistry; a preparatory class of 1 year is also reported, as well as a teachers' course in experimental philosophy occupying from 6 to 10 weeks. West Virginia announces preliminary, com-

[1] These seem to have been filled first in 1878–'79.

mercial, academic, normal, college preparatory, and collegiate courses. A return for 1880 gives 53 preparatory students, but reports "no permanent arrangements yet" in the college of liberal arts. Shepherd reports 55 students in the normal classes (including preparatory pupils and graduate students) and 45 in the collegiate.—(Catalogues and returns.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

West Virginia and Shepherd Colleges admit women to equal privileges with men. For similar institutions admitting only women, see Table VIII of the appendix; for a summary of their statistics, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

West Virginia University, as above stated, began as an agricultural college. Its scientific courses stood in 1880 as follows: (1) A regular 4 years' course, leading to the degree of B. S.; (2) 1 in engineering, the first 3 years of which are similar to the scientific, while the senior year includes civil and military engineering; (3) an agricultural 2 years' course. Those deficient in elementary studies must spend at least one year in preparatory work before entering the agricultural course. Bethany College had a 4 years' scientific course; a special course in engineering (entitling to certificate only); a teachers' course in natural philosophy of 6 to 10 weeks, in which, by experiment, physical laws are verified and illustrated; and a special course in practical chemistry.

For statistics of each college, see Table IX of the appendix; for a summary of the statistics of all that present them, see the report of the Commissioner preceding.

PROFESSIONAL.

The only *theological* instruction given in this State, so far as known, is in the 4 years' ministerial course at Bethany College. This course embraces 5 schools, viz: of sacred literature, ancient languages, mathematics and astronomy, natural science, mental philosophy, belles lettres, and political economy. The degree of B. L. is given at the close.—(Catalogue.)

The *law* department of West Virginia University was created in June, 1878. The full course includes common and statute law, mercantile law, equity and evidence, and constitutional and international law, these last, however, not required of ordinary students. Daily examinations and two general examinations are held during the collegiate year, and certificates of distinction are awarded at the end of it when the result of these examinations has been satisfactory.—(Catalogue.)

At date of June, 1878, a beginning was made of a *medical* department in the same university. A chair of anatomy, physiology, and hygiene was established (an advance upon a lectureship of physiology and hygiene reported in 1869). This course is to occupy two or three terms of the university year. In 1879–'80 much interest was reported on the part of the students, as seen by their punctuality of attendance at lectures, their evident comprehension of the topics treated, and their answers at the examinations.—(Catalogue.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The West Virginia Institution for the Deaf and Dumb and the Blind, Romney, since its foundation in 1870, has instructed 167 deaf and dumb and 56 blind. The common English branches are taught to both classes; the special ones for the deaf and dumb have been lip-reading, articulation, and drawing; for the blind, some higher studies, with music. The employments for the former were tailoring, shoemaking, carpentry; for the latter, mattress and broom making and chair caning. The average number of years spent in the institution is six; pupils in 1879–'80, deaf and dumb, 65; blind, 24. Within the decade 93 deaf-mutes and 31 blind pupils—in all, 124—have been graduated or regularly discharged, and many of them are now self-supporting. Articulation and lip-reading were first introduced in the fall of 1877; four classes of 5 to 6 pupils each were formed, and the instruction was continued until October, 1879, when the classes were discontinued. This was evidently only a temporary cessation, for the return for 1879–'80 reports articulation taught during that year.—(Biennial report and returns.)

EDUCATIONAL CONVENTION.

WEST VIRGINIA EDUCATIONAL ASSOCIATION.

No information has reached this Bureau in reference to the holding of a meeting in 1880. The session of 1879 was at Charleston August 26–28.

CHIEF STATE SCHOOL OFFICER.

Hon. W. K. PENDLETON, *State superintendent of free schools, Wheeling.*

[Term, March, 1877, to March, 1881.]

Other superintendents in the 10 years have been: Hon. C. S. Lewis, 1870–1872; Hon. W. K. Pendleton, 1872–1873 (filling a vacancy made by Mr. Lewis's resignation); Hon. B. W. Byrne, 1873–1877. In October, 1880, Mr. B. L. Butcher was chosen to succeed Mr. Pendleton.

SUMMARY OF EDUCATIONAL STATISTICS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Youth of school age (4–20)	420,948	423,717	436,002	453,161	461,829
Youth 4–20 in public schools	262,947	266,789	281,708	276,878	277,884
Total pupils in public schools	265,285	270,192	283,722	278,768	279,854
Youth in private schools	17,267	18,020	9,581	10,873	10,733
In State normal schools	a315	536	604	693	847
In colleges and academies	2,253	2,831	2,544	1,628	2,151
In benevolent and reformatory institutions (estimated).	1,150	1,200	1,225	1,125	1,150
Total under instruction	286,270	292,779	297,676	293,087	294,735
SCHOOLS AND DISTRICTS.					
Districts, exclusive of independent cities.	5,031	5,103	5,205	5,250	5,423
Districts reporting	4,976	4,989	5,130	5,197	5,365
Districts purchasing text books	.....	.....	.....	.....	.....
Districts lending books to pupils.	.....	.....	.....	.....	.....
Districts that sold text books	.....	.....	.....	.....	.....
Schools with two departments	230	213	217	210	184
Schools with three or more departments.	155	199	163	172	210
Graded schools	385	412	380	382	394
High schools aided by State	.....	.....	.....	.....	.....
Average term in days—cities	.....	.....	.....	.....	149
Average term in days—counties	.....	.....	.....	.....	195
Public school-houses	4,933	4,979	4,957	5,113	5,260
Seats in same	310,292	312,612	315,111	319,406	330,189
School-houses of brick or stone	605	656	693	686	663
Value of public school property.	$3,990,867	$4,212,164	$4,602,536	$4,321,133	$4,979,169
TEACHERS AND THEIR AVERAGE MONTHLY PAY.					
Different teachers employed	9,168	9,267	8,903	9,332	9,451
Pay of men in cities	$105 30	$98 20	$109 10	$114 80	$109 40
Pay of women in cities	36 70	37 60	37 70	37 10	39 40
Pay of men in counties	41 40	43 33	43 38	47 44	43 50
Pay of women in counties	27 62	27 04	27 52	32 13	27 13
FINANCES.					
Total receipts for public schools	$1,916,525	$2,047,050	$2,628,027	$2,225,003	$2,258,287
Total expenditures for public schools.	1,932,539	2,004,155	2,093,412	1,985,791	2,066,375
State school fund	$2,389,486	$2,482,771	$2,389,488	$2,565,823	$2,624,340

a This does not include the school at Whitewater.

OF WISCONSIN—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.		Increase or decrease since 1870-'71.	
474,811	478,388	478,692	483,453	483,229	D.	224	I.	62,281
280,153	289,125	295,215	289,354	297,425	I.	8,071	I.	34,478
282,186	291,270	298,192	291,286	299,258	I.	7,972	I.	33,973
24,028	23,624	25,532	25,847	25,938	I.	91	I.	8,671
902	1,021	1,885	1,803	1,880	I.	77	I.	b1,565
1,853	1,699	1,781	1,550	3,559	I.	2,009	I.	1,306
1,160	1,175	1,287	1,615	1,648	I.	33	I.	498
310,129	318,789	328,677	322,101	332,283	I.	10,182	I.	46,013
5,505	5,564	5,361	5,568	5,573	I.	5	I.	542
5,461	5,535	5,299	5,542	5,530	D.	12	I.	554
267	453	1,104	1,606	1,851	I.	245	----------	
137	244	427	437	619	I.	182	----------	
72	170	681	1,070	1,253	I.	183	----------	
183	194	207	208	201	D.	7	D.	29
202	211	225	225	250	I.	25	I.	95
385	405	432	433	451	I.	18	I.	66
20	57	85	88	95	I.	7	----------	
193	193	189	195.3	192	D.	3.3	----------	
153	149	161	154	163	I.	9	----------	
5,299	5,320	5,561	5,626	5,667	I.	41	I.	734
337,039	345,944	353,119	357,186	361,133	I.	3,947	I.	50,841
750	790	809	812	852	I.	40	I.	247
$4,875,618	$5,183,902	$5,115,556	$5,169,979	$5,297,679	I.	$127,700	I.	$1,306,812
8,630	9,859	9,808	9,875	10,115	I.	240	I.	947
$105 10	$108 20	$100 27	$85 90	$85 74	D.	$0 16	D.	$19 56
37 20	35 93	34 70	35 03	35 06	I.	03	D.	1 64
42 95	40 48	38 45	37 75	37 14	D.	61	D.	4 26
27 16	26 35	25 33	25 72	24 91	D.	81	D.	2 71
$2,322,694	$2,281,422	$2,258,624	$2,221,154	$2,697,801	I.	$476,647	I.	$781,276
2,153,811	2,249,638	2,148,330	2,152,783	2,230,772	I.	77,989	I.	298,233
$2,625,798	$2,596,361	$2,680,703	$2,713,993	$2,747,844	I.	$33,851	I.	$358,356

b The attendance of the school at Whitewater was not reported in 1870-'71.

STATE SCHOOL SYSTEM.

OFFICERS.

The general supervision of the common school system has been, throughout the decade, as for 20 previous years, under a State superintendent of public instruction, elected by the people for a term of 2 years. He has been allowed an assistant, of his own appointment, and other clerical aid.

The local supervision has been under (1) county superintendents, also chosen for terms of 2 years by the people, 2 being allowed in counties with more than 15,000 inhabitants, and (2) district school boards, consisting of a director, treasurer, and clerk for an ordinary school district, chosen all at once at the first district meeting, and afterwards one each year for a term of three years.[1] Free high schools, when not under the ordinary school boards, have also boards of 3 members, elected since 1875 at a called meeting of the district officers within the territory constituting the high school district.

In the comparatively few towns (26) that, up to 1880, had come under a township system, there are town boards of school directors, composed of the clerks of the subdistricts within the town, with those of joint subdistricts that have school-houses within it. The secretary of the board has supervision of its schools.

Boards of regents are appointed by the governor for the State normal schools and for the State university.

Since 1875 women have been eligible to all school offices below the State superintendency.

OTHER FEATURES OF THE SYSTEM.

On the current plan of State aid to local effort, the income of the State school fund has been distributed annually to the proper local officers in the years under review on the basis of the number of youth 4 to 20 years of age, shown by an annual report from them to have been resident in towns, cities, and school districts that have had schools of at least 5 months' duration, that have raised for these schools as much as the State apportionment to them, and that have had them taught by duly licensed teachers. Persons over or under the school age, with consent of the school officers, may attend the public schools on payment of tuition, if such attendance should not interfere with the free pupils. Youth between 7 and 15 are, by law of 1879, required to be sent to school for at least 12 weeks in each school year, unless excused by the school board because of illness, distance from school, instruction elsewhere, or other sufficient cause. To make it easier for such children to attend, school boards are required to furnish needed text books for pupils of this class whose parents or guardians cannot supply them. They may, by authorization from their districts, furnish these also to other pupils. The determination of the text books to be used, of the discipline to be maintained, of the licensed teachers to be engaged, and of the annual length of school term beyond the 5 school months required, belongs by law to the school boards. The elementary studies to be pursued are prescribed by the State; but graded studies reaching beyond these, even to preparation for university work, have not only been allowed for many years, and especially since 1875, but also encouraged by express provision for them.

CHANGES IN SCHOOL LAWS.

Although the school code has remained in general features essentially the same throughout the decade, modifications have been made at several points to remedy defects disclosed by experience.

In 1872, for instance, the requirement for voting in a school district of 10 days' residence therein was remitted to persons having the general qualifications for voting in the State; engagement of teachers in school districts was transferred from the clerk to a majority of the school board; the school month was made 20 days instead of 22; general election day was declared to be a legal holiday; districts that could show good reason for coming short of 5 months' school term were released from penalty; restrictions on alterations of the boundaries of joint school districts were imposed; counties reaching a population entitling them to 2 superintendents were ordered to have the second chosen by popular vote of half of the county, instead of being appointed, as before, by the State superintendent; provision was made for limited State teachers' certificates, and compensation of $2 to $3 daily for actual service was allowed to superintending secretaries of town school boards. In 1873 town supervisors were ordered to abolish any school district that should fail for two years to maintain a school; power was given district boards to purchase in any year school apparatus not costing more than $75, with consent of the State or county superintendent; districts

[1] For city officers, see City School Systems, further on.

were exempted from loss of State school money through mistake of any officer, and from penalty for failure to raise a school tax if the amount it would have reached was supplied from the general fund; and authority was given cities to establish schools for truants and place in them children 7 to 10 years of age found to be habitual absentees from school without cause. In 1875 school boards were authorized to purchase, with consent of their constituents, school books to be loaned or otherwise furnished to pupils; free high schools were allowed to be established, with boards for managing them, in any town, incorporated village, or city, by a majority vote of the people, and aid from the State was pledged to them; women were also made eligible to school offices. In 1877 school officers and teachers were forbidden to act as agents for sale of stationery or school books, persons 20 to 30 years of age were allowed to enter public schools for studies in English, with consent of school boards, and the free high school law of 1875 was modified. In 1879 a compulsory school law was passed, the high school law was further modified, and the annual district school tax was limited to 5 per cent. of the assessed valuation of the property in the district.

GENERAL CONDITION.

How effective the school system had come to be under good superintendency and many leading teachers from the normal schools is shown by the fact that, although 224 fewer youth of school age were reported in the last year of the decade than in the year before, there were 8,071 more in the public schools, these schools having 41 more buildings, 3,947 more seats, and 240 more teachers, with several more days of term and greatly improved facilities for cheapening text books or making them entirely free. How much the teaching in the schools had been improved, too, may be judged from the growth of schools with three or more departments, and of course with teachers of high quality in the upper grades at least, as also from the greatly increased number sent up from these grades to the State academies and colleges, at least 1,500 more within the year, making all possible allowance for those coming in from other States. An advance of $127,700 in the estimated value of school property and of $476,647 in receipts for maintenance of schools looks in the same direction, almost the only falling off being a reduction in the proportion of expenditure to receipts, which seems to have come in large measure from the unwise reduction of teachers' wages in country schools.

RÉSUMÉ FOR TEN YEARS.

Progress continuous and encouraging in almost everything but pay of teachers marks the record for the ten years covered by the table given, though the proportion of that progress is not shown to be as great for the whole decade as for the closing year of it. The ratio of districts making report of their statistics to the whole number known to exist was indeed greater for the ten years than the last year; but while these fuller reports show an increase of 62,281 in youth to be instructed, and show, too, that a fair proportion of this increase was gathered into State and private schools, with greater advantages for instruction in the former certainly and probably in the latter, we find no invasion of the region of non-attendance such as that in 1879–'80. The State schools enrolled only a little more than half of the additional youth of school age, and all schools together only a little more than two-thirds. The pay of teachers fell off somewhat during the decade, but their number increased by 947, or about 100 a year on an average, while the houses in which they taught were more numerous by 734, the seats for pupils by 50,841, the estimated increase in value in school buildings, sites, and furnishings being $1,306,812. The passage of a compulsory school law near the conclusion of the decade and the somewhat extensive institution of a system of gradation and graduation in country schools promise, if well administered, an era of still greater success and growth in years to come.

CITY SCHOOL SYSTEMS.

OFFICERS.

The principal cities of the State are by charter independent districts, and elect each a board of education with defined powers and duties. This board in each city chooses generally a president, a clerk, and a superintendent; it establishes and organizes graded schools, determines the studies to be pursued in them beyond those prescribed by law, and decides what text books shall be used and what discipline be maintained. The superintendent, besides his supervisory duties, usually examines persons proposing to teach, sometimes with the aid of a committee.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Appleton	8,005	2,897	1,638	1,490	28	$14,422
Eau Claire	10,118					
Fond du Lac	13,091	5,482	2,321	1,515	46	22,460
Green Bay	7,476	2,301	1,192		20	10,564
Janesville	9,018	3,386	1,727	1,318	36	18,651
La Crosse	14,505	4,070	2,550	2,482	42	36,600
Madison	10,325	3,517	1,989	1,745	34	23,386
Milwaukee	115,578	37,742	17,685	11,149	250	234,706
Oshkosh	15,749	5,874	2,217	2,017	53	26,785
Racine	16,031	5,858	2,302	1,620	46	32,575
Watertown	7,883	3,483	1,138	740	22	11,783

ADDITIONAL PARTICULARS.

Appleton reported a good condition of its schools, 8 commodious school buildings, 2 more required, and 1 built during the year (affording sittings for 1,890), only 1 properly ventilated, and 7 with separate outhouses for the sexes; valuation of all, with sites, $60,000. There was an increase of 297 children of school age and of 132 in enrolment, and the ratio of average daily attendance to enrolment was 91, showing a gain of ½ of 1 per cent. on this ratio. The schools were conducted with one teacher less than in the previous year and there was a reduction of $6,273 in expenditure.—(State report and return.)

Fond du Lac reported 17 school buildings for its primary, grammar, and high schools, with 2,800 sittings, with a decline in the main. In school population there was a falling off of 418, in enrolment of 163, and in average daily attendance of 3 per cent. There was one teacher less employed; also, a saving in expenditure of $7,714. In private and parochial schools there were 500 enrolled, an increase of from 200 to 300, showing that these schools had drawn largely from the public schools.—(Return.)

Green Bay had 3 brick and 3 frame school-houses, with sittings for 1,020, valued, with sites, at $64,000, only 1 having a suitable outhouse in good condition. With an increase of 129 in school population, there was a loss of 25 in enrolment, but a gain of 4 per cent. in average daily attendance, due, perhaps, to the gain of 1 teacher; while in private and parochial schools there was an estimated enrolment of 450, a decrease of 160 from the previous year.—(State report.)

Janesville reported 10 school buildings for its primary, grammar, and high schools, with 1,801 sittings for study, which, with sites, furniture, and apparatus, were valued at $96,500. With a decrease of 172 in school population there was an increase of 32 in enrolment, of 4.3 per cent. in average daily attendance on enrolment, and the usual high standard of punctuality was maintained. The high school enrolled 161, while the private and parochial schools had an estimated enrolment of 250. The Grube method in arithmetic had proved satisfactory, while the advantages of loaning text books to the students were commended to all the districts in the State.—(State report and return.)

La Crosse reported that during the last eight years the public schools had gradually improved in their work. They were classed as primary, intermediate, grammar, and high, taught in 9 buildings, with sittings for 2,100, all having separate outhouses for the sexes in good condition. Although there was a loss of 109 in youth of school age, the schools gained 241 in enrolment, and 97 per cent. of those belonging were in average daily attendance. The high school enrolled 125 and graduated 30 males. Vocal music was introduced as an experiment into the intermediate and grammar schools during the spring of 1880, and after a trial of 3 months a special teacher of music was employed. It is estimated that there were 500 in private and parochial schools.—(State report.)

Madison had 9 school buildings, all well ventilated, with 1,750 sittings, with separate outhouses, valued, with sites, furniture, and apparatus, at $100,000. The schools had primary, grammar, and high departments, each with a 4 years' course and an addition of a term to the high school for the graduate class. This school has 5 courses of study, the completion of the first 3 admitting to the university without examination. It enrolled 244, with an average daily attendance of 92, graduating 27. In school population there was a loss of 494; in teachers, of 1; in expenditure, a reduction of $2,213; while in enrolment there was a gain of 37 pupils, and in average daily attendance of 1 per cent. Private and parochial schools had an estimated attendance of 650.—(State and city reports.)

Milwaukee, with 25 public school buildings, with 12,978 sittings, valued, including sites, furniture, and apparatus, at $696,588, had 726 more youth of school age, 628 more

enrolled, and 5 per cent. more in average daily attendance, with 68 more teachers. The schools are classed as district, primary, branch, and high, the last having enrolled 292, besides 23 in a normal department connected with it, being a gain in both of 137 over 1879 and of 188 over 1871. German, music, drawing, and calisthenics were taught in all the schools under 16 special German teachers and 1 for each of the other branches. Two new buildings were to be erected and others were contemplated, to meet the rapid increase of the primary grades. There were 48 private schools, with 7,392 pupils and 211 teachers, showing a decrease of 5 schools, 7 teachers, and 239 pupils, and, as compared with 1876, of 4 schools, 23 teachers, and 2,046 pupils.—(State and city reports.)

Oshkosh, with an increase of 178 in school population, had 10 public school-houses (adding 1 during the year), containing 59 rooms, mostly in good condition and suitably furnished, affording sittings for 3,500, and valued, with their appurtenances, at $128,000. There was an increase of 38 in enrolment, a falling off of 1 per cent. in average daily attendance, and an increase of 3 teachers. The schools are classed as primary, intermediate, grammar, and high; the whole course covers 12 years, giving to the primary and intermediate 6, to the grammar 2, and to the high 4. The private and parochial schools enrolled 1,000.—(State report and return.)

Racine had 8 public school buildings for its school population of 5,858, all but one in good condition, with 46 rooms for study, fully supplied with blackboards, and affording sittings for 2,500, while its school property was valued at $80,000. The enrolment and attendance were slightly less than during the previous year. Of the 46 teachers employed, 40 were females. The schools are classed as primary, grammar, and high, the latter having 114 enrolled, with 5 teachers. There were 9 buildings occupied by private and parochial schools, with an estimated enrolment of 1,034, taught by 35 teachers.—(State report and return.)

Watertown had 15 rooms for its primary department, 4 for its grammar, and 2 for its high school, all well supplied with suitable furniture and apparatus, in 5 substantial and commodious houses, properly ventilated, with separate outhouses in good condition; number of sittings, 1,200; valuation of school property, $37,500. In youth of school age there was a loss of 79, in enrolment of 172, while the expenditure increased $411. The free text book system received especial attention in the hands of an able committee, and after an experience of three years it was shown to be not only simple in its working but economical, the cost of the investment for the three years being less than $1.50 for each pupil and the loss of books only 2 cents a pupil. Private and parochial schools had an estimated enrolment of 770.—(State and city report and return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The report of the regents of the 4 State normal schools shows that a growing demand for professionally trained teachers has led to enlarged accommodations for the increasing number of students; that the professional element in the training of these students is assuming greater prominence; that the academical has also found a place in which it can aid the professional; and that each year a perceptible advance is made in the amount of time given to methods of teaching and to the philosophy of education. The pupil teachers practised in the training schools connected with these institutions are said to be widely called for and highly prized as teachers in the public schools. The board commends this important feature of a normal education, hopes that it may be fully perfected, and expresses the belief that, when it is, "to present a candidate for graduation will be to vouch for his professional skill."

The reports from the 4 schools show 958 normal students and 992 others, the latter number including 126 preparatory students at the Oshkosh and River Falls schools and 25 pupils in a Kindergarten connected with the practice department of the Oshkosh school. The remainder of the 992 were in the primary, intermediate, and grammar grades of the practice schools at all the 4 institutions. Of the 958 normal students—219 at Platteville, 279 at Whitewater, 332 at Oshkosh, and 128 at River Falls—65 completed the elementary course and received certificates; 13, the advanced course and were graduated. The whole number of pupils of all grades was 177 greater than in the preceding year; the number that received certificates or diplomas, 26 less.—(Report of regents in State report.)

OTHER NORMAL TRAINING.

The Milwaukee City Normal School, organized in 1872, had 23 pupils in 1880 and an average daily attendance of 22. The full course occupies a year. The National German-American Teachers' Seminary, Milwaukee, organized in 1878, reported 29 normal students in 1880; the Catholic Normal School of the Holy Family, St. Francis, 35. At Galesville and Northwestern Universities and at Milton College there were normal departments or teachers' courses.—(City report, returns, and catalogues.)

TEACHERS' INSTITUTES.

During 1880 the 62 institutes held were in session 104 weeks—that is, 1 for four weeks, 39 for two weeks, and 22 for one week. The attendance was 4,965 (men 1,335, women 3,630). A very large percentage of the teachers of the State avail themselves of the privileges afforded by this branch of normal instruction, and the institute work is steadily growing in favor. Its effect on the common schools was quite apparent in 1880. A general programme of instruction for the next three years was adopted, the session of 1879 having completed the 3 years' course formerly selected, and the work for the year was confined largely to primary teaching in the public schools.—(State report.)

EDUCATIONAL JOURNAL.

The Wisconsin Journal of Education, published monthly at Madison under the editorship of the State superintendent and his assistant, continued to give valuable information on educational subjects throughout 1880, as for 9 preceding years.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

According to a law of 1875, as modified in 1879, any town, incorporated village, city, or school district that has within it an incorporated village, or that has a graded school of not less than two departments with at least 25 pupils prepared to begin a high school course, may establish and maintain one or two high schools, or adjoining towns may unite in establishing and maintaining such a school. High schools thus established are to be under a graduate of some university, college, or normal school, or of one that can pass an examination in the studies required to be taught; and they are to be free to all qualified pupils in their districts. Aid from the State, not to exceed $500 to any district in any year, was promised to such schools for 5 years from the establishment of each, on condition that they should be taught at least 3 months in each school year and comply with certain other requirements of the law. In 1880 there appear to have been 110 schools of this class, of which 91 reported to the State superintendent, as required, against 102 schools existing and 88 reporting in 1879, while at least 15 excellent high schools are said never to have organized under the free high school law. Of those reported, 20 had in 1880 received their full 5 years' apportionment from the State, and 3 new ones were to come in for annual aid in the school year 1880–'81. The statistics of the 91 reporting showed for 1879–'80 these figures: Whole number of pupils, 6,730; of these in common branches, 2,535; in natural sciences, 3,065; in modern languages, 1,023; in ancient languages, 1,128; in algebra or geometry, 2,449; graduates for the year, 114 males and 237 females, making a total of 1,702 graduated since the institution of this high school system. The State superintendent says that the advantages of the existing high school system are becoming more apparent as the years advance, this system of local establishment of such schools with State countenance and aid making it possible for many youth in different parts of the State to prepare themselves for college or for responsible positions in active life. He therefore urges still other villages and towns to avail themselves of the opportunity afforded them for the establishment of schools of this class, believing that, besides the direct advantages resulting to the youth instructed in them and to the State through the future influence of these youth, the schools will have a healthful stimulating influence on the lower rural schools around them.—(State report for 1879–'80.)

OTHER SECONDARY SCHOOLS.

For information as to business colleges, private academic schools, and preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix. For summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The 8 colleges and universities in this State, 5 of them open to both sexes, reported a total attendance in 1879–'80 of 677 students in collegiate classes, of whom 130 were women. All had classical courses of 4 years, all but 1 offered scientific instruction in 4 years' courses, while 1 added agricultural and engineering branches, 3 gave normal and 3 business training, 2 instruction in music, 3 in drawing and painting, and 1 in law. All were organized previous to the present decade; all but the State University were under the influence of some religious denomination; the Presbyterians claiming 2, the Presbyterians and Congregationalists, united, 1; and the Methodists, Seventh Day Baptists, Episcopalians, and Lutherans, 1 each.

Gifts were received by 6 of these institutions during the year, aggregating $59,465.

Lawrence University, Appleton, was given $12,000 to cancel debt, half of it being part of a bequest made some time ago by Rev. Joseph Rork, of Appleton; the remaining $6,000 came in small sums. Beloit College received $13,000 from Rufus Dodge, S. C. Morgan, and others, for endowment, ministerial education, buildings, and current expenses; the University of Wisconsin, $10,000 from C. C. Washburn, Madison, for completion of the observatory; Milton College, $3,365 to pay current expenses; Ripon College, $18,000 from persons in Wisconsin, Chicago, and New England, principally for endowment; and the Northwestern University, Watertown, $3,000.

The University of Wisconsin, comprising colleges of arts, letters, and law, reports a generally satisfactory condition during 1879–'80. The college of arts offered 4 courses in science; that of letters, 2 classical courses, both requiring Latin, and the former Greek also. There were special courses and courses for graduate study; also, a course of 6 years for those who wished to take music or any similar pursuit in connection with a collegiate training. Within the year Washburn Observatory was considerably enlarged; the number of students increased; the standard of instruction raised; and preparatory work discontinued, with the exception of a class in Greek—a step in the interest of the high schools not taken without some solicitude, since these schools are not yet in a condition to do all the preparatory work required. The number attending in collegiate classes was 324, a gain of 44 per cent. in four years, made notwithstanding a considerable advance in the terms of admission. The growth for five years past is chiefly indicated by advance in scholarship and a steady increase of students in higher work. The attendance on the classical courses has gone up in that time from 65 to 149, and that in special studies from 49 to 91, owing partly to the many electives provided, while in the same time students in science have decreased from 135 to 82. The number of young women in attendance advanced somewhat, as also did that of students not residents of the State.

For statistics of colleges and universities reporting, see Table IX of the appendix, and for a summary of them, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the colleges noted above, in which both sexes are received on equal terms, facilities for the higher instruction of young women are offered by 4 or more institutions exclusively for them. Three of these send reports for 1879–'80, viz: Wisconsin Female College, Fox Lake (Congregational), Milwaukee College (non-sectarian), and St. Clara Academy, Sinsinawa Mound (Roman Catholic). Kemper Hall, Kenosha, (Protestant Episcopal), the only one organized during the decade, sends no report for 1880.

For statistics of such as report, see Table VIII of the appendix, and for a summary of this table, see the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The provision for scientific and technical instruction made in the college of arts of the University of Wisconsin embraces courses of 4 years in general science, agriculture, civil, mechanical, and mining engineering, mining, and metallurgy. Military science and tactics are prescribed by law, and all able-bodied students of the university must receive instruction in them. Students in the agricultural course are required to perform such labor on the farm as is necessary for educational purposes. Tuition is free to residents of the State.

Nearly all the other colleges in the State have 4 years' courses in general science leading to the degree of S. B. Statistics of attendance, &c., on these courses will be found in Table IX.

For statistics of scientific instruction, see Table X of the appendix, and for a summary, see the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction is given in the Nashotah House, Waukesha County (Protestant Episcopal), and in the Seminary of St. Francis of Sales, Milwaukee (Roman Catholic). The former gives a 3 years' course of strictly theological study, the latter a course of 10 years, of which 5 are devoted to academic studies, 2 to philosophy, and 3 to theology. Statistics of theological schools reporting may be found in Table XI, and a summary of them in the report of the Commissioner preceding.

The one school of *law* is that of the University of Wisconsin, which had 64 students in 1880, under 8 professors. The course extends over 2 years, and graduates are entitled to practise in all courts of law in the State. Candidates for admission must be of good character and 20 years old if not college graduates. There is a preliminary examination in ordinary English branches.

No *medical* schools report from this State.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Wisconsin Institution for the Deaf and Dumb*, Delavan, founded in 1852, labored under great embarrassment at the commencement of 1879–'80, owing to the burning of the main building in September, 1879. Still the work of instruction was not interrupted or seriously impaired, the standard of scholarship was well sustained, and the way was prepared for a decided advance as the classes came into new school rooms. Since the foundation, 549 pupils had, in 1880, entered the institution, the average number of years spent in it being 6.42. In 1879–'80 there were 179 pupils in the primary, intermediate, and academic departments. Of these 55 were in the articulation classes. The common and some higher branches are taught. The employments include shoe and cabinet making, sewing, and the printing of an 8 page paper.—(Report and return.)

The *Wisconsin Phonological Institute*, Milwaukee, founded January 14, 1878, and under the control of a board of directors, reported 19 pupils in 1879–'80, under charge of 2 professors and instructors, who taught them the elementary branches and articulation. This school was established for the purpose of propagating the articulation method, and 25 pupils have been taught in the 3 classes since 1878. Satisfactory improvement is reported in all branches. Drawing, sewing, needlework, and light gymnastics enter into the course.—(Report and return.)

St. John's Catholic Deaf-Mute Asylum, St. Francis, founded in May, 1876, reports 88 pupils since that date, and 50 in 1879–'80. The average number of years spent in the institution is 3. Instruction is given in the common branches and in Christian doctrine. The articulation method is used. As employments they have knitting, hand and machine sewing, crocheting and other fancy work, housework, and agriculture.—(Return.)

EDUCATION OF THE BLIND.

The Wisconsin Institution for the Education of the Blind, Janesville, has admitted 296 pupils since the foundation in 1850, and reports 89 in 1879–'80. In the literary department, in addition to the common branches, rhetoric, geometry, chemistry, geology, English literature and history, physical geography, and United States history were taught; in the musical department, piano, organ, and vocal classes, harmony, and orchestral playing were included; in the industrial department, one hour daily was given to some occupation, such as crocheting and other fancy work, sewing, knitting, beadwork, cane seating of chairs, and, instead of broom making, the weaving of rag carpets.—(Report and return.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *Wisconsin Industrial School for Boys*, Waukesha, was organized as a "House of Refuge" and opened in 1860. The name was afterwards changed to "State Reform School," and then to its present title. The arrangements include a main central and three family buildings, these last accommodating from 30 to 36 boys each. In October, 1879, there were 431 boys on the roll; one year later, 430; total since organization, 1,801. The boys attend school 4 hours each day; the classes in it are primary, intermediate, and senior, and there are promotions every 6 months on passing a written examination. Factories for making boots and shoes, socks and mittens, employ many of the boys; the tailor shop and mending room (this last a new feature), the bakery, laundry, and farm employ others. There is also a band composed of some 20 boys, membership in which is considered a special privilege.—(Report.)

The *Wisconsin Industrial School for Girls*, Milwaukee, established April, 1875, is under private control, and, although it is nominally a school for girls, boys under 10 years of age are admitted, as the State institution will not receive them. Since the opening 241 persons have been committed, and 109 remained on November 1, 1880. Since the completion of the new building (in 1879, apparently) the school sessions have been held in large, airy rooms; the discipline of the school is reported as improved, and the general progress is steady and satisfactory. The common branches, drawing, and composition are taught, also housework, laundry work, machine and hand sewing, knitting, crocheting, embroidery, gardening, milking, &c.—(Fourth annual report and return.)

Four homes and asylums for orphan or dependent children report instruction given in domestic duties, common needlework, &c., as well as in the common branches. These are the Cadle Home and Hospital, Green Bay, incorporated in 1872, whose inmates numbered 4 in 1879–'80; the Milwaukee Orphan Asylum (1852), inmates 80; St. Rose's Female Orphan Asylum, Milwaukee (1848), inmates 80; Taylor Orphan Asylum, Racine (1872), inmates 33. The Fond du Lac Relief Society also aids this class of children.—(Returns.)

EDUCATIONAL CONVENTIONS.

WISCONSIN STATE TEACHERS' ASSOCIATION.

The twenty-eighth annual session of the association took place July 6–8, 1880, at Madison. After the usual preliminaries, a lecture on "Some national experiments in education" was delivered by Prof. Joseph Emerson, of Beloit College. On the following morning Superintendent Viebahn read a paper on "The developing method," and President Stearns one on "Some incalculable elements of school work." A class from the Platteville Normal School presented an illustrative exercise in primary object teaching, and after some discussion of the subject the session closed. In the evening, Rev. Mr. Rose, of Milwaukee, delivered an address on the "Inabilities and disabilities of the teacher's profession." On the last day of the session, President G. S. Albee read a paper on "The province and function of a normal school." A discussion on the "Kindergarten" was opened by an essay from Rev. J. B. Pradt, and most of the speakers favored the introduction of Kindergarten methods into the school system. Several committees asked leave to report at the winter session. Prof. Samuel Colvin read a paper on "Natural science in our schools," and various business arrangements were concluded prior to adjournment.—(State report.)

CONVENTION OF SUPERINTENDENTS.

In connection with the meetings of the State association the superintendents hold semiannual and annual meetings. They came together at Madison July 7 and December 29, 1880, the latter occasion being the regular annual session. The duties and qualifications of county superintendents, proper tests in teachers' examinations and how exercised, teachers' libraries, and superintendents' duty and action toward the course of study for ungraded schools were the subjects introduced at the first mentioned meeting. At the last, an address by State Superintendent W. C. Whitford, the relation of superintendent to the compulsory law, superintendents as institute and association workers, and aims and process of school visiting filled the programme.—(State report, Wisconsin Journal of Education.)

PRINCIPALS' ASSOCIATION.

The fourth annual meeting of this body took place at Madison, December 27–28, 1880. The list of subjects included social science in graded and high schools, general history, language, English literature, what subjects in natural science should graded and high schools teach and what should be the general method of teaching? the model principal, and a general discussion on the function of the Wisconsin Principals' Association.—(Wisconsin Journal of Education.)

MEETING OF INSTITUTE CONDUCTORS.

State Superintendent Whitford presided at the annual gathering at Madison July 5-6, 1880. The subjects of the first morning's exercises included teaching the first reader, primary arithmetic, and penmanship as taught to primary pupils. In the afternoon, United States history and government, primary geography, and spelling as taught to primary classes. In the evening, papers were presented on the introduction of the system of grading country schools and on the programme and records for grading country schools. These two papers drew forth complaints as to indefiniteness in the system and inadequacy of the records. Superintendent Whitford expressed an intention to prepare a circular on the subject and Superintendent Lunn gave a specimen page of a register which he had devised. On the following day the discussion was on teaching numbers and language to primary pupils and on drawing. A paper on school organization indicated that the basis of classification should not be size or age, but ability and attainments. A general exercise in teaching history to primary classes was presented by Professor Salisbury, who considered pictures of great value as a means of stimulating the imagination.—(State report.)

OBITUARY RECORD.

PROF. JAMES CRAIG WATSON, LL. D.

For an obituary notice of this eminent astronomer, see page 168, his observatory work having been done mainly in Michigan.

CHIEF STATE SCHOOL OFFICER.

Hon. WM. C. WHITFORD, *State superintendent of public instruction, Madison.*

[Second term, 1880–1882.]

Other superintendents in the decade were Rev. Samuel Fallows, who, at the death of Hon. A. J. Craig, July 3, 1870, served out his unexpired term, and until January, 1874. He was followed by Prof. Edward Searing, who served for successive terms until the election of Mr. Whitford in 1878.
The assistant superintendent throughout the decade, as for 2 years previously, was Rev. J. B. Pradt.

ALASKA.

EDUCATIONAL CONDITION AND PROSPECTS.

Alaska was purchased from Russia for $7,200,000 on March 30, 1867; the purchase was ratified by the United States Senate May 28, and on October 18, 1867, the country became a part of the United States. With an area of 580,107 square miles—equal in extent to the territory north of Alabama, Georgia, and North Carolina and east of the Mississippi—the country may be divided into three sections, the Sitkan, beginning at the northern boundary of British Columbia, Dixon's Inlet, 54° 40′, and including southeastern Alaska; the Yukon, extending from the Alaskan range of mountains to the Arctic Ocean; and the Aleutian, embracing the Aliaskan Peninsula and islands west of the 155th degree of longitude. No census was ever undertaken before 1880, and estimates of population vary widely. At the time of the transfer the Russian officials reported the population as 66,000; a report made by Major-General Halleck in 1869 put down the Indian population at about 60,000; and Mr. W. H. Dall for 1867 gives 29,097, about 2,000 of them whites and half breeds. During the Russian rule this territory had a government and schools and was under the Greek religion, but, upon entering into the possession of the United States, the rulers, priests, and teachers were withdrawn, and the United States authorities sent no others in their place. In 1875 the condition of the inhabitants was said to be less favorable than under the Russian régime. During the decade under consideration various endeavors have been made to establish schools in the territory, but the chief hindrance to progress has been the absence of law and of recognized forms of government. According to a contract with the Alaska Commercial Company, an eight months' school was to be taught each year on the islands of St. Paul and St. George, and on the first mentioned a school was begun October 2, 1873, which reported an attendance of 7 pupils, who made commendable progress during the eight months. Three other classes were taught by natives, 2 in Russian, 1 in Aleutian; in all, 17 persons attended school. Dressmaking and sewing entered into the course. In 1877 the reports indicated that the schools at both St. George and St. Paul (on the Fur Seal Islands, over 1,000 miles from Kodiak) had an average attendance of 18 and 20 pupils, respectively. During the same year the Presbyterian Board of Home Missions placed Mrs. A. R. McFarland in charge of a school at Fort Wrangell, which had been commenced by the natives, and which, in December, 1877, was reported as very successful. In the spring of 1878 a school was opened at Sitka with 80 pupils, and in October measures were taken to establish at Fort Wrangell a home to preserve girls whose mothers desired to sell them for base purposes. In 1879 this school, the "Girls' Home and Industrial School," reported 13 pupils; a day school, 100 native pupils; a primary department, between 30 and 40; a day school at Sitka, 60 pupils; and the Aleutian population (on the islands) had schools and churches of their own. Such advancement was made as to prove that the people have good minds and are susceptible of a high state of culture, and they are said to be eager to learn. Rev. Sheldon Jackson, D. D., superintendent of Presbyterian missions, reported for 1880 as follows:

The schools have made encouraging progress. The day and boarding school at Fort Wrangell averaged 100 day and 22 boarding pupils. A new school building has been finished, and the pupils are already established therein. At Sitka the attendance averaged about 200 Indian children. Attendance at school was made compulsory by an order from Commander Glass, of the United States Ship Jamestown, punishing the parents for non-attendance of children. A school was opened at the head of Lynn Channel for the Chilcut tribe. As no white teacher could be found, an Indian woman took charge and had 80 in attendance. Preparations have been made to erect a school building on Prince of Wales Island and to send teachers to the Hydahs.

In a preliminary report of the special agent of the census, Ivan Petroff, it is stated that at least 20,000 natives are entirely without the remotest influence of church or school, and he urges the United States Government to provide the youth of Alaska with simple elementary education, and thus promote the progress of the people. He says that the natives are quickened into the appreciation of the benefits of an education as they observe the advantages which the scholars among them have over the others in matters of trade, keeping accounts, &c. He finds among the Innuits quickness of apprehension and a spirit of inquiry—they are brighter and more desirous of learning than the Aleutians themselves—and they would be much benefited by an intelligent system of educational labor. He speaks of the average attendance at two schools, at Oonalaska and Belkovsky, as less than 10 of both sexes, while among the 7,000 or 8,000 members of the Russian Church less than 400 are able to write in either the

Russian, the Aleutian, or Kodiak Innuit vernacular. Not one of the three missions of the Yukon, Nushegak, and Kenia possesses a school. The present bishop of the Russian Church has planned the establishment of a training school for native boys from all parts of the Territory at Oonalaska, but the English language will be ignored. Mr. Petroff suggests the training of some 15 or 20 youth at some of our Indian schools, and, if they show capacity, at some normal school, then sending them back to help to educate the masses in Alaska. His plan has since been adopted.

SUMMARY OF EDUCATIONAL STATIS

	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.			
Youth of school age (6-21)	1,660	2,584	2,508
Enrolled in public schools	333	343	a568
Average daily attendance	.....	.....	a419
Attendance in private schools	149	.....	.....
SCHOOLS.			
Rooms for study	.....	11	14
Average duration of schools in days	.....	180	180
Estimated value of school property	$6,472	$8,950	$20,000
TEACHERS.			
Men teaching in public schools	.....	6	6
Women teaching in public schools	.....	5	8
Total number of public school teachers	.....	11	14
Average monthly pay of men	.....	$100	$100
Average monthly pay of women	.....	100	100
INCOME AND EXPENDITURE.			
Total receipts	$5,849	$11,417	$28,760
Total expenditure	5,529	.....	24,152

a One county not reporting

TICS OF ARIZONA—1872-'73 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1872-'73.
2,955	.....	3,089	5,291	7,148	I. 1,857	I. 5,488
1,213	903	2,740	3,143	4,212	I. 1,069	I. 3,879
900	580	890	1,992	2,847	I. 855	.....
.....	394	394	.....	.....	.....	.....
21	28	.....	51	101	I. 50	.....
.....	190	124	165	109	D. 56	.....
.....	$44,436	$47,479	$78,681	$113,074	I. $34,393	I. $106,602
15	6	19	27	48	I. 21	.....
6	25	18	24	53	I. 29	.....
21	31	37	51	101	I. 50	.....
$110	$100	$91	$84	$83	D. $1	.....
90	50	74	68	70	I. 2	.....
$31,449	$20,708	$21,396	$32,421	$67,028	I. $34,607	I. $61,179
28,744	18,407	21,396	29,200	61,172	I. 31,972	I. 55,643

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

The chief school officer is a superintendent of public instruction, who was formerly the governor, but since 1879 has been appointed by him. With him has been associated from the first a board of education, including, besides the superintendent, the territorial secretary and treasurer till 1879; since then, the governor and treasurer. The probate judge of each county is ex officio county superintendent of public schools. To aid him in examining teachers for these schools the territorial superintendent appoints 3 persons to be associated with him as a board of examiners. For each school district there is a board of 3 trustees elected by the people, or, in case of their failure to elect, appointed by the county superintendent, subject to approval of the territorial superintendent.—(Laws of 1871, 1875, and 1879.)

OTHER FEATURES OF THE SYSTEM.

Public school funds are derived from a territorial tax of 15 cents on the $100, a county tax of 50 to 80 cents, and a special district tax voted by residents of districts in case the other funds are not sufficient to keep the schools open 3 months, the apportionment of county funds being in proportion to the number of pupils attending school in each for 3 months. Districts, before receiving public money, must report according to law; and no school in which sectarian doctrines are taught or sectarian books used can receive any of the public school funds. It is the duty of the territorial board to provide a uniform series of text books for the schools. This board issues, on examination, life certificates to accomplished professional teachers of experience and ability. County boards of examiners grant teachers' certificates good for 2 years, their examinations being governed by rules prescribed by the territorial board.

CHANGES IN THE SCHOOL LAW DURING THE DECADE.

The principal change was the provision made in 1879 for the appointment of a territorial superintendent of public instruction, the governor having previously been ex officio superintendent. The State tax of 10 cents on each $100 of taxable property, adopted in 1871, was in 1875 increased to 15 cents; the county tax of 1871, which then could not exceed 50 cents on $100, was decreased in 1875 to 35 cents, but in 1879 it was increased not to exceed 80 cents nor to be less than 50. The compensation of county superintendents was raised in 1879 from $100 a year to $250. In 1877 a compulsory school law was passed, embracing all children from 8 to 14 years of age, but it has been inoperative, owing to the lack of school accommodations.

GENERAL CONDITION.

There was a decided increase during 1879–'80 in the number of youth of school age, the number enrolled in public schools and the average attendance thereon, in the number of school rooms used, the value of school property, the number of teachers employed, and in receipts and expenditures for public schools. The only important item of decrease is that of average length of school term. This average is kept low by the short sessions in all the rural districts. City and village schools were taught from 150 to 200 days, while the terms of country schools seldom exceeded 100 days and were sometimes as low as 40. There were some districts in which no school was opened. Notwithstanding the increase in number of pupils enrolled, the per cent. of enrolment on youth of school age remains about the same; large numbers never attend school; and yet the number seeking to attend is in excess of the accommodations afforded, the compulsory school law being, consequently, inoperative.

RÉSUMÉ FOR TEN YEARS.

The first two years of the decade were mainly occupied in the laying of foundations. The progress in school affairs since then has been decided, notwithstanding the discouragements incident to the organization of a school system in a new community without aid from school funds other than those raised by taxation. The number of youth of school age was in 1879–'80 more than four times as great as in 1872–'73, the number enrolled more than twelve times as great, and the value of school property more than sixteen times as great, while public school income and expenditure increased in fair proportion to enrolment and attendance in the schools. The number of rooms for study increased during the last seven years from 11 to 101, and the number of teachers from 14 to 101; while, probably from a greater supply, the average monthly pay of teachers decreased from $100 for both sexes to $83 for men and $70 for women. Among obstacles to the usefulness of the schools mentioned by the superintendent are a lack of school funds and the frequent changes in teachers and county superintendents. Superintendent Sherman has endeavored, by correspondence with others interested in the subject, to arrange some plan by which the attention of Congress

might be brought to the necessity existing in the Territories for present aid from their public land funds; but his efforts have not met with success.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There is no information for 1879–'80 respecting the public high schools of Arizona, though at least one is believed to have existed then.

SUPERIOR INSTRUCTION.

TERRITORIAL UNIVERSITY.

The school law provides for the establishment of a territorial university, to be sustained by the proceeds of congressional grants, territorial appropriations, and individual gifts, but it does not appear that definite steps have yet been taken for its organization.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. MOSES H. SHERMAN, *territorial superintendent of public instruction, Prescott.*

[Term, February, 1879, to January 11, 1881.]

Hon. A. P. K. Safford was governor and ex officio superintendent from 1869 to 1878, when he was succeeded by Hon. J. C. Frémont, and afterwards by Hon. John P. Hoyt.

SUMMARY OF EDUCATIONAL STATIS

	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.				
Youth of school age (5–21)	3,946	7,500	6,312	8,343
Enrolled in public schools	1,973	3,500	4,006	4,498
Average daily attendance	.....	.....	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Organized districts	83	.....	168	296
Schools, or school rooms	.....	100	.....	221
Graded schools	.....	.....	.....	.....
Ungraded schools	.....	.....	.....	.....
Average term in days	.....	.....	.....	.....
Value of school property	.....	.....	$16,000	$24,926
TEACHERS.				
Men teaching	28	.....	.....	54
Women teaching	84	.....	.....	154
Whole number of teachers	112	.....	100	208
Average monthly pay of men	$55 00	$30 00	.....	$35 00
Average monthly pay of women	32 00	30 00	.....	25 00
INCOME AND EXPENDITURE.				
Receipts for public school purposes	$34,203	$22,000	a$12,361	$32,603
Expenditure for public schools	34,203	22,000	21,747	32,603

a Amount apportioned by the Territory.

TICS OF DAKOTA—1871-'72 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	b1879-'80.	Increase or decrease since 1878-'79.		Increase or decrease since 1871-'72.	
10,396	11,046	12,201	18,535	12,030	D.	6,005	I.	8,084
5,410	6,431	7,156	9,822	8,042	D.	1,780	I.	6,069
.....	.....	1,342	4,618	3,170	D.	1,448	-----	---- ----
328	369	401	.....	.....	------	---- ----	----	------ ----
215	.....	.....	.....	237	------	---- ----	----	------ ----
.....	5	14	.....	.....	------	---- ----	------	---- ----
.....	235	273	.....	.....	------	---- ----	------	---- ----
.....	75.6	.....	97	88	D.	9	------	---- ----
$48,333	$37,037	$60,319	$133,952	$97,557	D.	$36,395	------	---- ----
85	100	141	210	134	D.	76	I.	106
181	154	189	254	152	D.	102	I.	68
266	254	330	464	286	D.	178	I.	174
.....	.....	$37 16	$36 00	$26 70	D.	$9 30	D.	$38 30
.....	.....	26 54	25 00	21 90	D.	3 10	D.	10 10
$52,008	$37,668	$72,950	$81,642	$124,903	I.	$43,261	I.	$90,700
50,002	37,668	57,793	75,959	124,483	I.	48,524	I.	90,280

b The statistics for 1879-'80 are very imperfect, some of the largest counties having failed to report and several others reporting only partially. The superintendent thinks the figures for each of the items given to be too small.

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

A territorial superintendent of public instruction has throughout the 10 years been appointed by the governor for terms of 2 years, subject to the approval of the legislature. From 1871 to 1877 he was allowed a deputy for the northern part of the Territory. There have been throughout county superintendents, elected by the people for 2 years, and district boards (comprising a director, clerk, and treasurer), elected for 3 years, 1 being changed each year.

OTHER FEATURES OF THE SYSTEM.

The school funds are derived from a poll tax of $1 on each elector, a general school tax of 2 mills on the dollar (to be apportioned in proportion to the number of children over 5 and under 21), the proceeds from fines, forfeitures, &c., and special district taxes voted by the people. The last must not exceed 1 per cent. for school-houses and sites, 1½ per cent. for teachers' pay, fuel, and incidentals, ½ of 1 per cent. for apparatus and debts lawfully incurred, and $25 a year in each district for a library. Orthography, reading, writing, geography, arithmetic, and grammar are the branches taught. Teachers' certificates are given on examination by county superintendents, and remain in force not less than 3 months nor more than 1 year. Teachers must keep a register of school attendance, &c., or forfeit their pay. District boards furnish school books to children unable to pay for them. The law does not consider the Bible a sectarian book, and it must not be excluded from the schools. County teachers' institutes must be held by the territorial superintendent on the written request of one or more county superintendents; and if such request be not made he must hold annually 2 institutes in the third judicial district, 2 in the second, and 1 in the first.

CHANGES DURING THE DECADE.

The principal changes in the school laws since 1870–'71 were made in 1879. The general school tax was then reduced from 3 to 2 mills on the dollar; district boards in connection with county superintendents were given power to decide what text books shall be used; teachers' institutes were provided for in the first, second, and third judicial districts in case county institutes were not held; and the qualifications of voters in district meetings were defined anew, taking in all residents of the district over 21 who are citizens of the United States or have declared their intention to become such. The pay of the territorial superintendent, changed several times during the decade, was in 1879 restored to $600 a year, the sum allowed in 1873. In 1875 it was made the duty of the territorial superintendent to hold a territorial teachers' institute annually, but as the law of 1879 is silent on this point the provision appears to be repealed.—(School laws, 1873, 1875, 1879.)

GENERAL CONDITION.

The statistics show a decrease for the year 1879–'80 in all except financial items, but no fair comparison can be made between the two years, from the fact that the statistics of 1878–'79 are not entirely trustworthy. Seven large counties in that year made no report, and on some items 17 counties failed to send statistics. It may therefore be supposed that full reports would have shown increase instead of loss.

CITY SCHOOL SYSTEM.

YANKTON.

Officers.—Yankton has a board of education of 8 members, elected for 4 years, 2 going out each year, the secretary of the board being ex officio superintendent.

Additional particulars.—As the chief city of the Territory in 1880, Yankton seems entitled to notice, although its population (3,437 in that year against 737 in 1870) left it still below the limit to which such notice is usually restricted. Its school population (youth 5–21) in 1880 was 1,142, an increase for the year of 77. There were 789 pupils enrolled and 504 in average daily attendance in 10 school buildings, affording 545 sittings for study. Of the 10 schools (taught by 12 teachers) 1 was a high school, 3 were grammar, and 6 primary. The schools in 1880 completed the fifth year of their history. Beginning in April, 1875, they had during the year 1875–'76 an enrolment of 626 out of a school population of 867, an average attendance of 319, 9 teachers, and 8 schools, affording 442 sittings. The plan adopted by the board of education in 1877 of furnishing text books to pupils at cost or else renting them at an advance for each term of about one-fifth of their value, has resulted in a saving of more than 25 per cent. on the cost of material and has proved very satisfactory in all respects.—(City report.)

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

The only provision in this Territory for the training of teachers is that afforded by teachers' institutes. As already mentioned, the law makes it the duty of the superintendent to hold county institutes if requested to do so by 1 or more county superintendents. If not so requested he must annually hold institutes in the three judicial districts of the Territory, 2 in the third, 2 in the second, and 1 in the first, the sessions to be not less than 6 days each. At least 11 were held in 1879–'80. For some years a territorial institute was also required.—(School laws, 1879

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No information has come in respect to any high schools except that at Yankton. This had 46 sittings, 49 pupils enrolled, and 41 in average attendance, under 3 teachers. The course of study extends over 4 years, and, besides the higher English branches, includes Latin. The fourth graduating class of the school, numbering 11, received diplomas in June, 1880.—(City report, 1879–'80.)

OTHER SECONDARY SCHOOLS.

For information as to any private academies or other schools of like grade that may report, see Table VI of the appendix.

SUPERIOR INSTRUCTION.

COLLEGES AND PROFESSIONAL SCHOOLS.

No steps appear to have been yet taken towards the establishment of colleges, universities, or professional schools in this Territory.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES, BLIND, AND DEPENDENT YOUTH.

As far as can be learned, no provision for special instruction in the Territory had been made up to the close of 1880.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. WILLIAM H. H. BEADLE, *territorial superintendent of public instruction, Yankton.*

[Term, January 1, 1879, to January 1, 1881.]

Preceding superintendents within the decade have been Hon. James S. Foster, 1867–1871; Hon. J. M. Turner, 1871–1873; Hon. E. W. Miller, 1873–1875; Hon. J. J. McIntire, 1875–1877; Hon. W. E. Caton, 1877–1879.

SUMMARY OF EDUCATIONAL STATISTICS OF THE

	1870–'71.	1871–'72.	1872–'73.	1873–'74.
POPULATION AND ATTENDANCE.				
Population of the District	a131,700	.....	.....	.....
Whole school population (6–17)	a31,671	.....	.....	.....
Colored school population	a10,494	.....	.....	.....
Enrolment in public schools	15,157	15,555	16,770	17,839
Colored enrolment in public schools	5,633	5,435	6,200	6,327
Total average daily attendance	10,261	11,613	13,000	12,688
Average daily attendance of colored pupils	b2,775	b3,261	b3,385	b3,710
Estimated enrolment in private schools	5,704	5,882	6,759	6,993
SCHOOLS.				
School rooms for study	223	255	264	253
Seats provided	13,000	14,065	14,495	14,626
Average duration of schools in days	200	200	200	200
Value of public school property	$750,000	$951,700	$1,005,407	$1,006,807
TEACHERS AND THEIR PAY.				
Men teaching in public schools	.....	26	26	20
Women teaching in public schools	.....	237	245	256
Whole number of teachers	231	263	271	276
Average monthly pay of men	.....	$107 50	$91 66	$113 00
Average monthly pay of women	.....	70 00	62 50	75 00
INCOME AND EXPENDITURE.				
Total receipts for public schools	.....	$355,640	$220,514	$347,699
Total expenditure for public schools	$373,535	479,996	298,281	280,071

a United States census of 1870.
b School census.

DISTRICT OF COLUMBIA—1870-'71 TO 1879-'80.

1874-'75.	1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
.....	.....	.....	b160,051	.....	c177,638	.....	I. 45,938
.....	.....	.....	b38,800	.....	c43,558	.....	I. 11,887
.....	.....	.....	b12,374	.....	c13,946	.....	I. 3,452
.....	.....	.....	.....	.....	.....	.....	.....
18,785	19,629	21,264	22,842	25,130	26,439	I. 1,309	I. 11,282
6,648	6,676	7,238	7,786	9,045	9,505	I. 460	I. 3,872
13,494	14,907	16,318	18,133	19,488	20,637	I. 1,149	I. 10,376
d3,924	d4,354	d4,749	d5,525	d6,128	d6,412	I. 284	I. 3,637
7,261	7,692	7,692	5,931	5,781	5,781	.....	I. 77
274	289	293	322	345	368	I. 23	I. 145
15,629	16,104	17,587	19,006	20,426	21,526	I. 1,100	I. 8,526
191	191	188	187	189	193	I. 4	D. 7
$1,114,162	$1,164,606	$1,169,614	$1,181,664	$1,184,714	$1,206,355	I. $21,641	I. $456,355
22	26	31	31	34	34	.....	....
271	281	299	339	368	399	I. 31	....
293	307	330	370	402	433	I. 31	I. 202
$113 00	$120 00	$96 17	$86 55	$89 47	$90 16	I. $0 69	....
75 00	80 00	71 21	64 08	61 95	62 24	I. 29	....
$517,610	$223,372	$370,996	$373,606	$380,000	$476,957	I. $96,957	....
550,737	405,829	370,996	373,606	368,343	438,567	I. 70,224	I. $65,032

c United States census of 1880.
d For Washington and Georgetown only; those for the county not given.

DISTRICT SCHOOL SYSTEM.

OFFICERS.

From 1804 to 1874 the public schools of this District were under the charge of different school boards, which, in the order of their existence, were (1804) for the schools for whites in Washington, (1842) for like schools in Georgetown, (1864) for the schools for both races in the rural districts outside of both cities, (1873)[1] for the schools for colored youth in both cities. In 1874 these several boards were consolidated into one, at first meant to be composed of 15 members, but soon made 19 in number, with sub-boards corresponding to the former boards, the different parts of the District and the colored population having each a fair representation in the board. The members, formerly appointed by the mayor, then by the governor from 1871 to 1874, have been appointed by the District Commissioners since the spring of that year, provision being made for partial change of them annually.

The chief executive officer since 1869 has been a superintendent of public schools for whites in Washington and Georgetown and those for both races in the rural districts, his appointment coming first from the mayor till 1871, then depending on the governor till 1874, thenceforward on the District Commissioners. From 1873 there has been also a superintendent of public schools for colored children in the two cities, appointed at first by the governor of the District, and since 1874 dependent for reappointment on the Commissioners. The terms of both are without limit of time, and are substantially during good behavior and the pleasure of the ruling powers.

A board of examiners for teachers is annually formed of the 2 superintendents and others from the corps of supervising principals and principals chosen by the committee on teachers, to afford the trustees the means of determining who shall be employed or promoted.

Supervising principals, appointed annually by the school board, act under the superintendent as local supervisors in their respective divisions of the District.

OTHER FEATURES OF THE SYSTEM.

The public schools are not only free to all resident children 6 to 17 years of age, but, by a law of 1864, those 8 to 14 are required to attend at least 12 weeks annually, unless taught elsewhere or excused because of bodily or mental infirmity. Want of sufficient school accommodation has made the law practically inoperative, but it has not been repealed. The schools for white and colored children are separate, but with like advantages, those for whites being taught by white teachers only and most of those for colored children by instructors of their own race.[2] There are normal schools to prepare both races for their work. The city schools are of 8 grades, with high school classes gradually rising beyond these, the studies of each grade covering a year. Vocal music and industrial drawing are among these studies. The rural districts have schools graded or ungraded, according to the degree of density in population in the different parts. The determination of text books for the schools belongs to the school board, which also appoints the teachers, determining the grade of these partly from the annual reports of the examining board, partly from the measure of their proved efficiency. Vaccination, or other protection against small-pox, is required in the case of both teachers and pupils. Teachers must attend all meetings to which they are called and all special classes organized for their improvement; and in order to receive their pay must make daily records and present such reports as are required.

GENERAL CONDITION.

With a school population increased by about 2,300 in 1879–'80 from 1878–'79, the enrolment in the District schools was enlarged by 1,309, the increase of average daily attendance rising to almost the same number. To provide for this increase there were 23 more rooms for study, 1,100 more seats, and 31 more teachers, which gave nearly 1 additional seat for each pupil ordinarily present, and an additional teacher for each new group of 37 pupils. The school term was lengthened by 4 days, the valuation of school property increased by improvements $21,641, and, with $96,957 fuller income, it became practicable to raise the average pay of male teachers 69 cents a month, that of female teachers being also somewhat increased. Two new school buildings, with

[1] Before 1873 there was a board for the care of colored schools not connected with the District system, but appointed by the Interior Department from 1864.

[2] The funds for school purposes, derived from a tax of not more than 50 cents on each $100 of taxable property, go to white and colored schools in proportion to the number of youth of school age of each race.—(Revised Statutes, section 306.)

12 rooms each, came into use in Washington, with 2 other small ones in the county, and 2 additional for the city were begun. In the "advanced grammar" classes, commonly termed high schools, the standard is said to have been raised, additional assistants of high order were engaged, the foundations for a broader culture in English literature were laid, and in industrial drawing commendable progress was shown at the exhibitions of this work for the year. The normal schools and lower schools did well in the same direction.

RÉSUMÉ FOR TEN YEARS.

The general excellence of the teaching in the District public schools and of the supervision they have had throughout the decade is shown by the fact that the increase of school population within that time has been almost wholly absorbed by these schools, and that nearly the whole number thus annually brought into school has been retained in average daily attendance. The increased enrolment came only 605 short of the whole 11,887 additional of school age, and the increased average attendance only 906 short of the 11,282 additional pupils enrolled, a difference fairly attributable to sickness and other good grounds of absence in both cases. One reason for this fine record may be found in an increase of 145 new school rooms, with accommodations for 8,526 new pupils, and a corresponding increase of 202 teachers for the instruction and care of these. Another reason has been that since 1873 the incoming teachers have had the benefit of normal training to fit them for their work in schools for whites and to some extent in those for colored youth; while from the same year the children and teachers in these latter have been stimulated by the presence and active supervision of a superintendent of their own race. The same stimulation for a longer time and to a greater extent has been felt in the schools for whites from the skilled supervision of an active superintendent and several able supervising principals throughout the decade. In the later years of it the Georgetown schools have had the advantage of an excellent library of useful and well chosen books, formed and sustained from the proceeds of a fund given by Mr. George Peabody in 1867; while youth of the same place unable to attend school during the day have had opportunities for good instruction in the evening at the Linthicum Institute of the same place, established from a fund left for that purpose by Mr. Edward Magruder Linthicum in 1869. The library and institute, both opened in 1875, are in the Curtis school building in Georgetown.

KINDERGÄRTEN.

Kindergärten first appeared in Washington in 1872, when 2 were established, one by Mrs. Emma Marwedel, said to have been a pupil of Fröbel, the other by Miss Fannie Perley. In 1874 another was opened by Mrs. Louise Pollock, who still continues it, and a fourth in connection with the Washington Female Seminary. In 1876 there were 2 more; in 1880 the number was 8 in Washington and 2 in Georgetown. For information respecting them, see Table V of the appendix.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Normal instruction is given in the Washington Normal School, organized in 1873; in the Miner Normal School (for colored pupils), in 1877; in the normal departments of Howard University and Wayland Seminary; and in the Kindergarten Normal Institute of Mrs. Louise Pollock, organized in 1875.

The *Washington Normal School*, with a course limited to one year, is organized on the theory that no candidate shall be eligible to membership who has not the scholastic qualifications requisite for a teacher. The year is to be devoted to professional work and the theory and practice of teaching; graduates who have taught in the city schools not less than one year, and have given satisfactory evidence of their ability to govern and instruct a school, are entitled to diplomas, which are equivalent to third class certificates. Since the establishment of this school 161 pupils have entered and 119 are now teaching; undergraduates in 1880, 20; average percentage attained at examination for admission, 67.3.—(Report of principal.)

The *Miner Normal School* is an outgrowth of an agreement made in 1877–'78 between the Commissioners of the District of Columbia and the trustees of the institution for the education of colored youth, by which this school might furnish yearly trained teachers for the public colored schools. Female graduates of the public high school for colored children, when duly recommended, are entitled to admission to the Miner Normal; on the successful completion of the usual 1 year course and the passing of a required examination, they are given preference over other candidates for the position of teachers in the primary grades. At the commencement of 1879–'80 certain articles of agree-

ment were drawn up which give the Miner School the same relation to the schools for colored children of the District as the Washington Normal bears to the schools for whites. The one year's course was undertaken by 19 pupils in 1879–'80. Special attention was paid to object lessons, phonetics, and elementary drawing, to music, and in the latter part of the year to elocution. In the practice school, practical illustrations of the theory of teaching were given.—(Report of principal.)

The *normal departments* of Howard University and Wayland Seminary have 3 years' courses and report 95 and 90 students, respectively.—(Return and report.)

The *Kindergarten Normal Institute* reports a course consisting of five lectures and lessons a week throughout 8 months, which is reckoned a year's course. The Kindergarten method and system of education are taught in the normal class, and by means of two model Kindergärten the advantages of daily observation and practice are given. The necessary requisites for entering the normal class are a good education in the English branches and a natural love of children. Statistics for 1879–'80: resident instructors, 2; normal students, 9; graduates, 9, of whom 8 have engaged in teaching.—(Circular and return.)

TEACHERS' INSTITUTES.

A law defining the work of the superintendent of public schools and of the trustees makes it the duty of the latter, in conjunction with the superintendent, to establish a teachers' institute to meet semiannually, under such rules as they may deem best adapted to increase the efficiency of the public schools. More frequent meetings (not however, called institutes) are held in substantial accordance with the law.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The schools for whites are so graded that the high school part of the course commences with the ninth year and extends through two years. The high school for colored children, with a three years' course, was established some years ago, but it was first at the close of the year 1878–'79 that the school board substituted the name high school for advanced grammar school among the white population. The studies of this grade for whites are book-keeping, botany, English literature, general history, geometry, physical geography, rhetoric, trigonometry, and surveying. The high school for boys and that for girls (white) reported as follows for the year 1879–'80: 172 sittings for study, 4 teachers, 179 pupils enrolled, and 150 in average daily attendance. The school for colored of this grade reported 120 sittings, 94 pupils enrolled, and 80 in average daily attendance, under charge of 3 teachers. In this school only 19 males were enrolled, and it was possible to dispense with one of the teachers. The average per cent. of scholarship in the three classes was, first year, 59.4; second, 78.6; third, 70.5. The average per cent. for the entire school in 1878–'79 was 58.5; in 1879–'80, 67, or 8.5 per cent. greater. The graduates in June, 1880, were 16 in number from this school.—(Reports of superintendents.)

OTHER SECONDARY SCHOOLS.

For information respecting business colleges, private academic schools, preparatory schools, or preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix. For summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Georgetown College was founded as a college in 1789, chartered as a university by act of March 1, 1815, and empowered by the Holy See to grant degrees in philosophy and theology on March 30, 1833. A medical department was established in May, 1851, and the law department in October, 1870. The entire course of studies, including preparatory classes, is completed in 7 years. The regular course leads to B. A., and a graduate course of ethics and natural philosophy to M. A. A 3 years' scientific course following such elementary studies as geography, history, grammar, and composition entitles to B. S. The students in 1870–'71 numbered 322; in 1880 there were 152.—(Catalogues and returns.)

Gonzaga College (formerly Washington Seminary) was reopened October 2, 1848, and raised to the rank of a university and incorporated May 1, 1858. Although it aims

to have a college course proper (including the Greek and Latin classics) and a non-classical course (embracing English language and literature, mathematics, and natural sciences), the studies pursued in 1880 indicate that it had not then advanced beyond a preparatory school.—(Catalogue.)

Columbian University, chartered and organized in 1821, reports 7 schools in 1880. These are schools of English, Greek, Latin, and mathematics, of 4 years each; schools of French and German, 3 years each; a school of natural science, 3 years; and one of philosophy, 2 years. Anglo-Saxon is reported among the elective studies, and a preparatory course of 4 years leads to these schools. The degrees of B. A., M. A., and B. S. are accorded after completion of the requisite courses. Since 1822 a medical school and since 1864 a law school[1] have formed part of the university. A theological department was reported for more than 20 years, but this seems to have been done away with at the commencement of the decade under consideration. There were 376 students in 1870–'71 to 312 in 1879–'80.—(Catalogues.)

Howard University, organized in 1868, reported in 1870, as in 1880, preparatory, normal, and classical courses, theological, legal, and medical departments. There were 566 students in 1870–'71 and 251 in 1879–'80. In addition to the 3 years' normal and the 4 years' classical course, a literary course of 5 years (including 2 preparatory and 3 collegiate years) is reported.—(Catalogues.)

The *National Deaf-Mute College* dates its collegiate department from April, 1864. The courses are preparatory, 2 years; collegiate, 4. Degrees of B. A., M. A., B. S., B. L., and PH. B. are given on completion of the required studies. About 200 youths have been connected with the college as students, and 32 of them have become teachers; students, 58 in 1879–'80.—(Catalogue.)

INSTITUTIONS FOR SUPERIOR INSTRUCTION OF YOUNG WOMEN.

There are no public institutions of collegiate rank for women in the District, but Howard University gives equal privileges to this sex.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific courses were reported in Georgetown College, Columbian University, and the National Deaf-Mute College. In connection with the National University there is to be a polytechnic department, which offers a 3 years' course embodying mathematics, surveying, civil engineering, geology, mineralogy, and mining. Special classes in chemistry, natural philosophy, botany, natural history, and mechanical drawing are also spoken of. According to the latest reports for 1880 this polytechnic department was not then fully organized.—(Catalogues, circular, return.)

PROFESSIONAL.

The *theological* department of Howard University, organized in 1867, reported 50 undergraduate students, 5 of them having received a degree, 10 graduates in 1880, and a scholastic year of 35 weeks. Wayland Seminary, organized in 1864 and under Baptist influences, reports 36 students and 4 resident and 3 non-resident instructors. The scholastic year is 36 weeks. Both schools require an examination for admission and both have 3 years' courses.—(Returns.)

Legal instruction is given in the law departments of Columbian University, Georgetown University, Howard University, and the National University. All have regular courses of 2 years, covering 34 to 37 weeks each year, and all, to meet existing requirements in the courts of the District of Columbia, offer also a year of graduate instruction to those who are graduates of some known law school or who can produce a certificate of having studied law for 2 years under a competent instructor. Howard requires an examination for admission, and the National University law school a partial examination.—(Returns, college catalogues, and announcements.)

Medical instruction is given in the medical department of the University of Georgetown, of Columbian University, and of Howard University. All these have 3 years' graded courses; the first named, of 7 months each year; the other 2, of 5 months. Howard alone required in 1879–'80 a preliminary examination. The medical school of Columbian University is commonly known as the National Medical College.—(Catalogues, circulars, and returns.)

The *National College of Pharmacy* requires 4 years' service, 2 lecture courses of 5 months each, the writing of a thesis, and the passing of an examination prior to gradua-

[1] The law course was organized in 1826, then discontinued, and again reëstablished, as stated above.

tion. A spring course of 8 weeks in analytical chemistry must be attended by all students applying for a degree.—(Circular.)

For students and graduates in the legal, medical, and pharmacal schools, see Tables XII and XIII of the appendix.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Columbia Institution for the Deaf and Dumb, Kendall Green, near Washington, was founded in 1857; the collegiate department (National Deaf-Mute College, see Superior Instruction), in 1864. Since July 1, 1879, 128 pupils have been under instruction, 79 of them in the collegiate department. The work continues with no essential changes, and the results of teaching by the articulation method are so encouraging that a second instructor will be required at no distant date. In 1880 the degree of B. A. was conferred on one person, 3 were graduated from the primary department with suitable diplomas, and 3 were promoted to the collegiate department.—(Report.)

EDUCATION OF THE BLIND.

As there is no institution in the District for this class of unfortunates they are sent to the Maryland Institution for the Blind, where, in 1879–'80, there were 20 United States beneficiaries. Of this number 2 graduated at the close of the session, having completed the full course, including music. Two others withdrew after finishing a partial course.—(Report.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *Reform School of the District of Columbia*, organized in 1866, has received 683 boys during the 14 years of its existence. At the close of 1878–'79, they numbered 157; in 1879–'80 there were 220 under instruction. Good progress was reported in the school, and the propriety of adopting a higher standard of studies for the older inmates has been broached. More family buildings are urgently needed, as nearly 100 applications for admission have been refused, owing to lack of room. Workshops are also requisite, so that useful trades can be taught.—(Report.)

The *Industrial Home School*, Georgetown, has trained 936 children since its organization in 1867. In 1879–'80 there were 87 children under instruction in the common branches and drawing, in gardening, agriculture and horticulture, carpentry, shoemaking, making of tree-boxes, sewing, and general housework. On January 2, 1880, two new buildings (the one containing school rooms, dining room, kitchen, and laundry, the other, a workshop) were dedicated. Kindergarten training and lessons in cookery are to be given.—(Report and return.)

CHILDREN'S HOMES AND ORPHAN ASYLUMS.

Those reporting in the District are the German Protestant Orphan Asylum, Uniontown, incorporated in 1879, and reporting 35 inmates in 1880; the Home for Destitute Colored Women and Children, organized in 1863, with 98 children in 1879–'80; St. Joseph's Asylum, in 1855, reporting 100 orphans and 80 day scholars; and St. Vincent's Female Orphan Asylum, which had 130 inmates in 1880. In all, the three "R's," and sometimes drawing and singing, are taught. St. Joseph's alone gives no industrial employments. The age of admission and dismissal varies in these institutions, but good homes are found for the children when leaving.—(Returns.)

TRAINING IN ART AND MUSIC.

Instruction in these branches, so far as public institutions are concerned, has not reached a very high state of development in this District. There are, however, several private art classes, and there is a school under the auspices of the Washington Art Club; in music, the Washington Conservatory of Music and the National School of Music, as well as several private classes, seem to meet the growing demand for instruction. No statistics for 1879–'80 are at hand.

TRAINING OF NURSES.

The Washington Training School for Nurses, incorporated December 14, 1877, admits candidates between the ages of 21 and 40, where general fitness for the work, a

common school education, good moral character, and good health are shown. The third course of lectures commenced November 1, 1880. At the close of the second year certificates or diplomas are given to those complying with all requirements.

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATIONS.

A voluntary association of the graduates of the Normal School for whites meets once a month to compare experiences in government and teaching.

CHIEF DISTRICT SCHOOL OFFICERS.

Hon. J. ORMOND WILSON has throughout the decade held the office of superintendent of public schools for whites in Washington and Georgetown and of the schools for both races in the rural districts.

Hon. GEORGE F. T. COOK has since 1873 been superintendent of the schools for colored pupils in Washington and Georgetown.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.
POPULATION AND ATTENDANCE.				
Youth of school age (5–21) *a*	1,592	1,898	3,473	4,010
Number of scholars enrolled	906	1,416	2,170	2,030
DISTRICTS AND SCHOOLS.				
Number of school districts	35	37	61	77
Number of school-houses	21	26	52	53
Number of schools	28	32	51	.....
TEACHERS AND THEIR PAY.				
Number of male teachers	.....	26	.....	.....
Number of female teachers	.....	34	.....	.....
Whole number of teachers employed	.....	60	.....	.....
Average monthly pay of public school teachers.	.....	$162 50	.....	.....
INCOME AND EXPENDITURE.				
Receipts for public schools	$18,295	$18,985	$30,555	$23,516
Expenditure for public schools	19,003	17,220	32,673	21,787

a Between 1875 and 1879 the school age was 5–18; before and after, 5–21.

TICS OF IDAHO—1870-'71 TO 1879-'80.

1874-'75.	1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
3,852	2,777	4,028	4,942	5,596	6,000	I. 404	I. 4,408
2,093	2,724	2,631	3,432	5,596	6,758	I. 1,162	I. 5,852
81	77	96	106	.....	149	.....	I. 114
.....	.....	73	84	.....	.....	.....	.....
.....	.....	74	81	.....	155	.....	I. 127
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
$20,572	$20,058	b$23,366	b$33,347	c$23,000	$51,530	.....	I. $33,235
18,479	16,591	18,764	23,083	20,000	38,812	I. $18,812	I. 19,809

b Includes balance on hand at beginning of school year. c From county and local taxation only.

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

In the Territory there has been throughout the decade a territorial superintendent of public instruction, the territorial controller acting as such; for each county, a superintendent, who, up to 1877, was elected by the people for a 2 years' term; from that time on, the auditor of each county has acted as superintendent, except in two counties, where the probate judges have served instead. There has been in each school district a board of trustees, consisting of 3 members, with a 1 year term, except from 1871 to 1873, when there were 2 members with 2 years' terms. Since 1879 there has been a school examiner appointed by the board of commissioners to assist the county commissioner in the examination of teachers.—(School law.)

OTHER FEATURES OF THE SYSTEM.

The schools have been dependent for support throughout the decade (1) on 1 per cent. of the gross proceeds of all franchises and moneys arising from breach of penal laws; (2) on the proceeds of a county tax, which was 1 to 5 mills on $1 till 1876, then 2 to 5 till 1877, then 5 to 8 till 1879, when it was made 2 to 8; (3) on a district tax, optional both as to levy and amount.

The basis for the distribution of this fund is the number of children of school age in each county; but as each county constitutes at least one district, irrespective of the number of children of school age therein, one-half is divided equally among the districts in the county complying with the requirements of the school law; the other half, in proportion to the number of school age enumerated, except in 2 counties, which have a different arrangement. For a district to receive its quota, at least 10 children must have been reported by the census marshal and the schools must have taught no political, sectarian, or denominational doctrines, nor have distributed such papers, tracts, or documents. Since 1876 teachers who fail to make, at the close of each session, the required report to the county superintendent, can draw no pay until such report shall have been received. In the years 1870 and 1871 teachers were examined and licensed by the county superintendents and so continued till 1876, from which time to 1879 district trustees, with any one they might choose to call in to assist, performed this duty; from that time to 1880, a person appointed by each board of county commissioners, with the county superintendent, constituted a board of school examiners. The school age throughout the decade has been 5–21, except from 1875 to 1879, when it was 5–18. A rate bill for repairs of school property and supplies, not to exceed $25, may be levied on the parents and guardians of children attending school; the children under such parents and guardians as are unable to pay are not, however, to be denied the privileges of the schools.—(School law.)

GENERAL CONDITION.

The report of the governor of the Territory indicates commendable progress in the school system, considering the smallness of its school fund, the two sections in each town given for school purposes by the Government not being available till the Territory becomes a State. Under such circumstances, there was not a county in the Territory that could raise by taxation a sum sufficient to keep up the public schools during the year; while in some counties it was totally inadequate even for a few months, although no portion of what was raised was paid to either the territorial or county superintendents.—(Governor's report, 1880.)

For comparison with 1878–'79, the reports give only 4 items called for, which show an increase of 404 in school population; of 1,162 in enrolment; of $28,530 apparently in receipts for public schools, but really much less, since the territorial taxes were not reported in 1878–'79; and of $18,812 in expenditure. As compared with 1870–'71, there was a gain of 5,852 in enrolment, of 114 in school districts, and of 127 in schools, while in receipts there was an increase of $33,235 and in expenditure of $19,809. Only in 1871–'72 do any items appear as to teachers, when there were 26 male and 34 female teachers employed at an average monthly salary of $162.50.

ADVANCED INSTRUCTION.

NORMAL SCHOOLS, COLLEGES, &C.

There is no information from this Territory respecting any normal school, high school, college, scientific school, professional school, or special school.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOSEPH PERRAULT, *territorial controller and ex officio superintendent of public instruction, Boisé City.*

Mr. Perrault appears to have held these positions since 1872, his only predecessor within the decade having been Hon. Daniel Cram, who held from 1866 to 1872.

SUMMARY OF EDUCATIONAL STATISTICS OF

	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.					
Indians in the United States, excluding Alaska.	266,937	303,895	295,084	275,003	279,337
Youth of school age in the Five Nations.	.....	.....	.....	.....	.....
Youth of school age among tribal Indians (incompletely estimated).	.....	.....	.....	.....	.....
Enrolled in schools of the Five Nations.	3,592	4,394	4,300	4,300	4,399
Enrolled in schools of tribal Indians.	6,166	4,590	4,726	6,658	6,102
Average attendance of Five Nations.	.....	.....	.....	.....	.....
Average attendance of tribal Indians.	.....	.....	.....	.....	.....
Number of Indians who can read, including the Five Nations.	.....	.....	.....	4,008	14,176
Number of tribal Indians taught to read during the year.	.....	.....	1,019	961	1,383
SCHOOLS.					
Boarding schools of Five Nations.	7	7	7	8	8
Day schools of Five Nations...	139	138	146	156	161
Boarding schools of tribal Indians.	.....	.....	.....	.....	.....
Day schools of tribal Indians..	b197	b115	b121	b181	b160
Whole number of boarding schools.	.....	.....	.....	.....	.....
Whole number of day schools .	b336	b253	b267	b337	b321
Expenditure for education of Indians.	.....	.....	.....	.....	.....
TEACHERS.					
Teachers among the Five Nations.	150	153	182	182	189
Teachers among the tribal Indians.	220	132	175	225	229
Whole number of teachers	370	285	357	407	418
Missionaries not counted as teachers.	.....	.....	.....	.....	.....

a Only four nations reporting.
b Probably includes boarding schools.

THE INDIAN TERRITORY—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
266,151	250,809	250,864	252,897	256,127	I. 3,230	D. 10,810
7,528	.....	17,000	.....	13,177	.....	.....
.....	.....	32,213	34,443	34,541	I. 98	.....
5,106	5,496	5,993	6,250	6,098	D. 152	I. 2,506
6,222	6,019	6,229	7,193	7,240	I. 47	I. 1,074
3,151	.....	a2,801	.....	.....	.....	.....
3,943	3,598	4,142	4,488	4,651	I. 163	.....
25,622	40,397	41,309	44,731	46,330	I. 1,599	.....
980	1,206	1,532	1,717	1,744	I. 27	.....
11	12	11	12	12	.....	I. 5
173	168	187	183	212	I. 29	I. 73
52	48	49	52	60	I. 8	.....
108	102	119	107	110	I. 3	.....
63	60	60	64	72	I. 8	.....
281	270	306	290	322	I. 32	.....
c$424,573	c$371,329	c$419,884	c$435,347	c$604,375	I. $169,028	.....
208	196	196	.....	.....	.....	.....
229	241	221	276	338	I. 62	I. 118
437	437	417	.....	.....	.....	.....
132	126	226	154	200	I. 46	.....

c In part from religious societies. In 1878 $2,500 were expended for freedmen.

SCHOOL SYSTEMS IN THE INDIAN TERRITORY.

OFFICERS.

By an amended law of 1880 the general charge of the educational work among the Cherokees is given to a board of education, to consist of 3 persons nominated by the principal chief and confirmed by the Senate, 1 at first for a year, 1 for 2 years, and 1 for 3; afterwards 1 each year for a term of 3 years. There is also a special board of trustees in charge of an asylum for the blind, deaf-mute, and feeble-minded youth.

The Choctaws by an amended law retain their board of 4 trustees, composed of a superintendent of public schools and a trustee from each of the 3 districts into which their territory is divided, electing these 4 by both houses of the general council in joint session, for terms of 2 (formerly 4) years. No provision for annual change of a part of this board appears in the law.

The Chickasaws and Creeks (or Muskogees) have superintendents of public instruction, who, by laws of 1878 in the former nation and of 1880 in the latter, are elected by their national legislative councils for 4 years among the Chickasaws and 2 among the Creeks. These superintendents appoint trustees for each school in their respective nations, the Chickasaw trustees numbering 1 for a school, the Creeks 3. Both nations have also examining boards for testing the qualifications of teachers.

The Seminoles, at date of the latest information, had also a superintendent and trustees for care of the general and local education of their youth; but, from want of any published laws, the mode of electing these and the term of their continuance cannot be now given.

Among the tribes and bands outside of the Five Nations all educational work appears to be under the charge of the missionary agents of the several religious societies authorized by the United States to labor for the improvement and civilization of these tribes and bands.

OTHER FEATURES OF THE SYSTEMS.

The board of education in the Cherokee Nation, having entire control of educational interests, determines rules for the government of the primary schools, orphan asylums, and seminaries, for the admission of pupils, examination of teachers, selection of text books, and enforcement of courses of study. The 3 local trustees who help to form the board have especial supervision, each one of the district from which he is selected. Each is to ascertain and report, within a year from his entrance upon office, the number of children 7 to 21 years of age in his district and the number in each of the 3 minor districts of the school district under his superintendence. They are to visit semiannually all schools under their immediate supervision and report thereon, at the close of each school term, to the principal chief, who is to report to the national council. The schools are classed as primary and high schools; the full term of study in the former to be 3 years, that in the latter 4 years. Not only tuition, but also clothing, board, and lodging are furnished free to children in the primary schools, that the board may have fuller control of them during their whole period of study. To those in the higher schools or seminaries, tuition only is free, but board is provided for them at actual cost, they furnishing their bedding and clothing. The school month is 20 days, or 4 weeks of 5 days each.

In the other 4 tribes of the civilized Indians the superintendent is the chief general school officer, having the trustees as associate advisers with him in his visits to their districts. The primary schools among them are termed neighborhood schools, and for these among the Choctaws the district trustee in each district employs the teachers, appointing three representative and active school men near each school to approve their accounts, pay them $2 a month for each scholar in actual attendance, and encourage parents and guardians to send to school all children of proper age and condition for instruction. He also selects the scholars to be sent from the different neighborhood schools to the higher schools, being guided to this selection by promptness in attendance and capacity to learn on the part of the pupils to be chosen, as well as by regard to a pro rata representation from each school district.

Arrangements not differing much from these prevail also among the Creeks and Chickasaws, and apparently among the Seminoles.

The educational officers of all the Five Nations are authorized to extend their care and supervision, as far as may be needful, to pupils studying under the authority and at the cost of each nation in the academies and colleges of the United States.

Among the imperfectly civilized tribes under the general charge of the Commissioner of Indian Affairs, the only educational features until the year 1878 were that the United States Government should furnish schools and pay the teachers in them, encouraging attendance through its agents. In that year a great improvement was inaugurated by taking a number of Indian youth of both sexes away from their semi-savage associations at the West and placing them at good training schools in the East. This experiment, as first tried at the Hampton Institute, Virginia, in connection

with its schools for colored youth (1878), proved so successful that another school of kindred character for Indians alone was soon established at Carlisle, Pa. (1879), and a third at Forest Grove, Oreg. (1880), a few pupils being also placed in specially selected private schools in New York and Massachusetts. The training of these youth in the 3 schools first mentioned, and to some extent in the others also, has been not only in the elements of a fair literary education, but (for the boys) in mechanical and farming work as well, and (for the girls) in all needful domestic industries.—(Laws of Indian tribes and Reports of the Commissioner of Indian Affairs.)

RESULTS OF THESE SYSTEMS.

Among the Five Nations of the Indian Territory, notwithstanding many disadvantages from their still imperfect civilization and their remoteness from the educational and industrial influences of the States, a progress very encouraging in the circumstances may be perceived. Within the 10 years from 1870–'71 to 1879–'80 they have fairly met the increase of school children by establishing 73 more day schools and 5 more boarding schools, into which have been gathered 2,506 more pupils. And although the education given has not been all that could be wished, it has shown its influence in a vast improvement of their dwellings, their agriculture, their social condition, and their laws.

Among the other tribes the advance has been apparently less decided, because they have, during these 10 years, been more exposed to encroachments on their reservations; while many for this and other reasons have been compelled to go elsewhere and build up new homes. The number of their schools has thus rather diminished than increased, but apparently most of them are boarding schools, which are usually much more effective than the day schools, because the Indian youth are kept out of bad home associations and are held for long periods under the civilizing influences of good teaching. This is especially observable in the young Indians who, with the consent of their parents, are entirely separated from their wild people and trained in morals, manners, literary culture, and industrial pursuits at such good schools as those at Hampton, Va.; Carlisle, Pa.; Forest Grove, Oreg.; Northfield, Mass., and elsewhere. In all these, and especially at Carlisle, the civilizing, refining, elevating, and generally improving influence of a training carried through several years has been immense. From 300 to 400 Indian youth in 1880 were brought under these healthful influences, and there seems ground for the belief that through these youth, and through the steadily increasing number (3,000 to 4,000) trained at boarding schools on the reservations, a stronger stimulation than ever previously will be given to educational and civilizing processes.—(Reports of the Commissioner of Indian Affairs and others, 1879 and 1880.)

For schools of New York Indians, see page 221.

SUMMARY OF EDUCATIONAL STATIS

	1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.			
Youth of school age (4–21) *a*	3,517	3,758	3,822
Number enrolled in public schools	1,818	1,935	2,215
Average daily attendance	909	1,700	1,710
Attending private schools	149	.....	240
SCHOOLS.			
Public school-houses	51	.....	.....
School rooms	.....	97	96
Number of graded schools	3	.....	6
Ungraded schools	87	.....	.....
Average term in days	83	88	92
Value of school property	$21,192	.....	$60,000
TEACHERS AND THEIR PAY.			
Men teaching	50	52	43
Women teaching	49	44	56
Total number of teachers	99	96	99
Average monthly pay of men	$68 41	$72 83	$65
Average monthly pay of women	68 41	57 82	57
INCOME AND EXPENDITURE.			
Receipts for public schools	$33,161	$30,100	$31,822
Expenditure for public schools	33,161	55,041	67,147

a Basis for distribution of school funds;

TICS OF MONTANA—1872-'73 TO 1879-'80.

1875–'76.	1876–'77.	1877–'78.	1878–'79.	1879–'80.	Increase or decrease since 1878–'79.	Increase or decrease since 1872–'73.
4,238	4,892	5,315	5,885	7,070	I. 1,185	I. 3,553
2,734	4,597	3,277	3,909	3,970	I. 61	I. 2,152
2,000	.....	2,384	2,804	2,506	D. 298	I. 1,597
186	.....	.....	.....	211	.....	I. 62
83	.....	88	99	119	I. 20	I. 68
83	.....	110	136	153	I. 17	.....
4	.....	5	25	34	I. 9	I. 31
.....	.....	98	107	119	I. 12	I. 32
100	.....	88.12	105	96	D. 9	I. 13
$56,080	$80,000	$88,285	$99,335	$118,912	I. $19,577	I. $97,720
64	36	57	65	62	D. 3	I. 12
46	64	59	80	99	I. 19	I. 50
110	100	116	145	161	I. 16	I. 62
$75	$64 32	$70 44	$66 14	$71 64	I. $5 50	I. $3 23
50		51 30	52 20	56 41	I. 4 21	D. 12 00
$46,272	$37,092	$66,941	$66,401	$78,730	I. $12,329	I. $45,569
50,134	54,104	65,505	67,731	59,463	D. 8,268	I. 26,302

the age for admission to school is 5–21.

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

A territorial superintendent of public instruction is appointed for 2 years by the governor, with consent of the legislature. There are county superintendents, elected by the people for 2 years; district boards of 3 members holding office 3 years, 1 being elected each year; and district clerks who are the executive officers of the boards, 1 being elected annually for each board.

OTHER FEATURES OF THE SYSTEM.

Public school funds are derived from a county tax of not less than 3 mills nor more than 5 on the dollar, district taxes voted by the people, fines arising from breach of penal laws, and proceeds of sales of town lots. All moneys derived from the sale of any school lands which may be granted by Congress are to constitute an irreducible school fund, the interest of which is to be used for public school purposes. School funds are apportioned to districts according to the number of youth therein 4 to 21; but the school age is from 5 to 21, and in the towns children under 6 may be excluded by trustees. A school census is taken annually by the district clerks. No apportionment can be made to districts which have not maintained a free public school at least 3 months during the school year; nor unless the teacher employed shall hold a legal certificate in full force; nor if sectarian or partisan books, tracts, papers, &c., have been used in the schools, nor if political or denominational doctrines have been taught in them. Reading, writing, orthography, arithmetic, geography, and grammar are prescribed studies, and such others may be added as are deemed expedient by trustees, who are also authorized to establish high schools. Teachers must make annual reports to their county superintendent and district clerk; or, failing to do so, forfeit pay for the last month employed. Trustees are required to report to the county superintendent, and county superintendents must report annually to the territorial superintendent or forfeit $100 of their salary. Since 1877 a teachers' institute may be held annually in all counties having 10 or more organized school districts.

CHANGES DURING THE DECADE.

The school law of 1872, the second attempt to establish a public school system in the Territory, was the first which recognized fully the duty of providing for the education of the school population at public expense without the aid of rate bills. By the first law (1864) public funds were derived from a county tax of 1 mill on the dollar and from certain fines; the residue was made up from rate bills. The only school officers were county superintendents and district trustees; but a territorial superintendent was provided in a separate bill 2 years later. The provisions of the law adopted in 1872 are essentially the same as described above; for, although it was superseded by a new one in 1874, there appear to have been no changes of any consequence made, and the only addition of general importance noted since that date is an act of 1877 permitting superintendents to hold county teachers' institutes under certain circumstances.

GENERAL CONDITION.

The statistics show a gain for 1879–'80 of 1,185 in the population of school age and of only 61 in the number enrolled in public schools, while the number in average attendance was less by 298. Another unfavorable indication was a decrease of 9 days in the average length of term. On the other hand, there were more public schoolhouses and rooms for study, more schools taught and more of them graded; more teachers employed and larger salaries paid both men and women. School property increased in value and the income for public school purposes was greater, although less was actually expended during the year. The superintendent says, in regard to the short school term, that the situation is really worse than it appears; for, as in order to make the average even what it is all the large graded schools with terms of twice the average length go into the calculation, a majority of the schools have the minimum term of 60 days. The remedy pointed out is to increase the county school tax. The average rate levied in 1879–'80 was 3.6 mills, the minimum allowed being 3 mills. Only 1 county levied the maximum of 5 mills, while 3 counties levied only 3 mills; and, as the superintendent remarks, "the minimum rate necessitates the minimum term." The gain of 21 in number of schools, although small compared with the large extent of territory, is yet 16 per cent. of the whole number reported in 1878–79. A tendency is reported in those districts where public sentiment is most advanced to build better school-houses and to furnish them with the most approved seating, as well as to ornament the interior with pictures and other decorations.

PROGRESS DURING THE DECADE.

No statistics of importance can be given previous to 1872–73, when the new school law went into effect. The only official report previous to this is believed to be one issued in 1868, when only 4 counties reported, including 25 organized districts and a

school population of 1,359, of whom about half attended school. In 1872–'73 the school population had increased to 3,517 and enrolment to 1,818 (of whom 50 per cent. were in average attendance), the school revenues from about $12,000 to $33,161, and the value of school property from nearly nothing to $21,192. Since that year there has been a large and constant increase in most points, indicating progress; school population and enrolment have more than doubled, while the average attendance is nearly three times as great. The number of teachers employed and schools taught was nearly double, and the value of school property more than five times as much as in 1872–'73. The school term was 13 days longer in 1879–'80, but the increase in this point has not been so uniform as in the others, the highest years being 1875–'76 and 1878–'79. The average monthly pay of men teaching has increased by $3.23, but that of women has decreased by $12, though the income for school purposes has more than doubled.

HELENA CITY SCHOOLS.

OFFICERS.

In Helena, the largest city of the Territory, with 3,624 population, there is a board of education of 3 members, the officers of which are a president and secretary.

ADDITIONAL PARTICULARS.

The schools, graded as primary, intermediate, grammar, and high, had 508 enrolled during 1879–'80, with an average attendance of 300, all under 10 teachers. They are well supplied with maps, charts, globes, and other apparatus, and a good beginning has been made toward collecting a library. The graded school building, erected in 1875 at a cost of $25,000, has a good piano, besides other necessary furnishing. Two brick school-houses were built in 1879 at a cost of about $6,000, making accommodations for about 500 pupils, 200 more than the average attendance during the year.—(City report.)

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

The only provision made by law for the professional training of teachers was the act of 1877 already referred to, which permits county superintendents to hold an annual institute of 2 to 5 days' duration in counties containing 10 or more organized school districts, provided they believe such institutes will be beneficial to the educational interests of the county. It is made the duty of all teachers to be present at such institutes and participate in the proceedings, and their usual pay is allowed them during actual attendance. Less interest was shown in this subject in 1879–'80 than in former years. The only institute held was in Deer Lodge County, the place of meeting being Butte City, the second town in size, having a population of 3,363. There was a good attendance during the 5 days of the institute, the proceedings were spirited and profitable, and the evening sessions crowded. Such meetings in Deer Lodge County, the superintendent says, have always been well attended and enthusiastic, and to their influence he ascribes the fact that here alone was levied the maximum school tax of 5 mills on the dollar.

NORMAL COURSE.

In the high school of Helena there is a normal course, which embraces the theory and practice of teaching, the necessary qualifications of teachers, school government, history of education, and the school laws of Montana.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There were 34 graded schools in the Territory in 1879–'80, an increase of 9 for the year; but the number of higher departments in these is not reported. The high school in Helena had 16 pupils attending, besides 26 in a preparatory class. Classical, scientific, and normal courses are presented, each extending over 3 years.

SUPERIOR, SCIENTIFIC, AND PROFESSIONAL INSTRUCTION.

Montana has no territorial university nor other institution for superior, scientific, or professional instruction, so far as information has been received.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. Egbert Smith, *territorial superintendent of public instruction, Butte City.*

[Term, 1879–1881.]

Hon. Cornelius Hedges was territorial superintendent from the passage of the free school law in 1872 till 1877, when he was succeeded by Hon. Clark Wright. The present superintendent followed Mr. Wright.

NEW MEXICO.

EDUCATIONAL STATISTICS.

DEFICIENCY OF REPORTS.

From want of consecutive territorial reports as to public schools and from extreme scantiness of information as to other schools, no statistical table for the last ten years can be presented. The territorial officers charged by law with the duty of making annual report of the statistics of public education have not performed that duty or the legislatures to which the reports have been presented have not made them public. A statement made in 1875 (including, however, some statistics of 1874) by the secretary of the Territory and somewhat enlarged by him for 1876 remained in 1880 the only summary of the educational statistics of New Mexico presented to this Bureau during the decade under review. The figures thus secured, with those of the census of 1870, may be found under the head of General Condition.

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

Under a law of January 28, 1863, amended January 9, 1874, a territorial board of education was created, to consist of the governor, secretary, judges of the supreme court, and the Roman Catholic bishop of New Mexico. This board still seems to have a nominal existence.

Under the same law, a territorial superintendent of schools was in 1863 required to be appointed by the governor, with consent of the legislative council, to hold office for two years, and in 1874 the duties of the office were transfered to the territorial librarian.

The only other educational officers provided for are county boards, termed supervisors and directors of public schools, composed of the county probate judge with 3 others, who must be heads of families, citizens of the United States, owners of real estate, and residents in the county for 5 years previous to their election.—(Laws of New Mexico, 1880.)

OTHER FEATURES OF THE SYSTEM.

The amended school law of 1874, which made the territorial librarian superintendent of schools, required him to visit the schools of each county once a year and to make to the governor annually, for the use of the legislative assembly, a report of the number of schools in the counties, the pupils taught, the teachers employed, and the pay given for their service, as well as the number of pupils in each precinct, the average attendance of these, and the branches in which they are instructed. To enable him to furnish such report, each county board of school supervisors and directors is required to make report to him at such times, of such things, and in such form as may be prescribed. These county boards receive the proceeds of a poll tax of $1 on each male citizen and one-fourth of a tax of $1 on each $100 of all taxable property, both to be applied to the maintenance of the public schools in their counties. They are to make annual report in the columns of some newspaper published in the county where the schools are held (or if none be published there, then in the one published nearest to the county) of the funds thus received, the purposes for which they have been disbursed, the number of schools, and the attendance on these.—(Compiled laws of 1880.)

GENERAL CONDITION.

As may be seen from the preceding statement, the machinery for a school system has been long constructed; but, from want of a strong and general feeling in favor of good unsectarian public education, the educational movement has been comparatively slow. Seven years after the law of 1863 to create a board of education and have a superintendent of the territorial schools, the census takers in 1870 found that of about 29,000 youth of educable age only 1,798, or about 1 in 16, were attending schools of any kind, and that only 188 of these were in the 5 ungraded schools, each with 1 teacher, reported as public schools. The remaining 1,610 were in 6 parochial, 29 day and boarding schools, 3 academies for girls, and 1 college for the other sex. After that census a considerable immigration into the Territory began from regions where free school instruction was the rule, and hence we find in 1874 a report from the territorial secretary of 4,694 pupils in 116 schools reputed to be public, under 129 teachers, with 1,158 in 39 other schools, under 73 teachers. In 1875 the same gentleman reported, as the result of his inquiries, 5,151 pupils in this class of schools, which then had come to be 138, under 147 teachers; while in 12 Roman Catholic, 8 Prot-

estant, 6 private, and 7 Indian schools were 1,359 pupils, under 73 teachers. Additional information from some counties not reported or imperfectly reported previously was secured for 1876, which brought up the number of schools apparently public to 163, the pupils in them to 6,285; the schools other than public to 38, with 185 more pupils, making the whole number in these 1,544. The statistics of the United States census of 1880, except as to population, are not available as this goes to press, so that no comparison of 1880 with 1870 is possible.

As to the schools called public here, it must be said that many of them, from apparently trustworthy information, are private or sectarian schools, receiving and instructing public pupils through arrangements to that effect with county school boards. The fact that in 1875 only 5 of the 138 public schools reported were in buildings either owned or rented for that use, tends to confirm this information and to show how few purely public schools there are.

ACADEMIES.

No public high schools appear to be in existence, the public school instruction in most cases up to 1880 having been, by concurrent reports, of the most elementary kind. Of private or Protestant schools apparently academic there were 4 in 1880, at Albuquerque 1, at Las Vegas 2, and at Santa Fé 1; of Roman Catholic institutions, 3, which appeared to be of like rank, 2 of them entitled colleges.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	a1872–'73.	1873–'74.	1874–'75.
POPULATION AND ATTENDANCE.				
Youth of school age b	28,737	27,723	33,297	35,696
Enrolled in district schools	16,992	16,070	17,914	19,278
Average daily attendance	12,819	11,842	13,051	13,462
Pupils in schools other than public	.....	.....	1,264	3,542
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	223	202	224	236
Number of these reporting	198	163	180	204
Number of district schools	268	251	262	296
Average time of school in days	152	147	134	140
Valuation of school property	.....	.....	.....	$438,665
Private schools	.....	.....	.....	25
TEACHERS AND THEIR PAY.				
Men teaching in district schools	197	177	212	220
Women teaching in district schools	161	178	192	238
Whole number of teachers reported	358	355	404	458
Average monthly pay of men	.....	$47 59	$40 00	$47 00
Average monthly pay of women	.....	24 14	16 00	23 00
Teachers in schools other than public	.....	.....	.....	77
INCOME AND EXPENDITURE.				
Whole receipts for district schools	.....	$127,477	$109,837	$130,800
Whole expenditure for district schools	d$78,562	127,477	d90,953	183,819

a No statistics for 1871–'72 reached the Bureau.
b School age 4–16 until 1876, then 6–16 until 1880, when it was changed to 6–18.

TICS OF UTAH—1870-'71 TO 1879-'80.

1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
30,900	30,792	33,604	34,929	40,672	I. 5,743	I. 11,935
19,886	19,779	21,775	23,124	24,326	I. 1,202	I. 7,334
13,608	13,420	14,949	16,076	17,178	I. 1,102	I. 4,359
.....	4,360	.....	c1,086	1,727	.....	.....
244	247	270	289	.....	.....	.....
213	220	244	272	.....	.....	.....
310	327	346	373	.....	.....	.....
143	146	137	139	128	D. 11	D. 24
$453,515	$323,203	$381,613	$393,985	$372,723	D. $21,262	.....
.....	.....	.....	c12	22	.....	.....
215	232	254	261	282	I. 21	I. 85
234	238	235	248	235	D. 13	I. 74
449	470	489	509	517	I. 8	I. 159
$54 00	$45 00	$35 00	.....	.....	.....	.....
26 00	22 50	22 00	.....	.....	.....	.....
.....	92	.....	c32	49	.....	.....
$129,798	$210,062	$113,413	$136,690	$132,194	D. $4,496	.....
129,298	160,064	113,193	136,690	132,194	D. 4,496	.....

c Catholic, Episcopal, and Mormon schools not included.
d Teachers' salaries only.

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

These are a territorial superintendent of schools, elected annually until 1877, since then biennially; a superintendent for each county, elected biennially; and three trustees for each school district, elected biennially until 1880, since then at first for 1, 2, and 3 years' terms, and subsequently for 3 years. Each county court also appoints a board of examination of 3 persons, whose duty it is to examine teachers and grant certificates.—(Laws.)

OTHER FEATURES OF THE SYSTEM.

According to the laws of 1878 and 1880, the school funds are made up from a tax of 3 mills on the dollar of all taxable property, from taxation of railroads, sales of estrays, and from a special district tax, which must not exceed 2 per cent. a year and is levied only by a two-thirds vote of taxpayers. The apportionment of these moneys is according to the number of youth of school age (6–18) reported annually by the county superintendents. The trustees employ teachers; provide and repair school-houses; furnish fuel, maps, charts, &c., and may collect tuition fees. Teachers are required to furnish quarterly reports to the trustees. The establishment of union schools in contiguous districts, to be supported out of the funds belonging to their respective districts, is allowed. Text books, chosen by territorial and county superintendents and the president of the University of Deseret, are to remain unchanged for 5 years, unless for special cause. Until 1878 a tax for school purposes of $\frac{1}{4}$ of 1 per cent. on all taxable property in each district was allowed, and if this was not enough to carry on the schools a sum not to exceed 3 per cent. was to be allowed, if voted for by two-thirds of the taxpayers; added to this was a sum not to exceed 1 per cent. a year on all taxable property, to pay teachers and for school furnishings, till 1876, when this last clause was repealed. By act of February, 1874, the sum of $15,000 was appropriated for the next two years for school purposes; in 1876 the amount was raised to $25,000, of which $20,000 were for the schools and $5,000 for the University of Deseret. The $20,000 were appropriated for the payment of teachers' wages, rated according to the average daily attendance of children. For both the quarter per cent. tax and the specific appropriation were substituted in 1878 the provisions as to taxation and apportionment first referred to. The apportionment of the different amounts has been in accordance with the enumeration of the youth of school age in the different districts, which was 4–16 until 1876, 6–16 until 1880, then 6–18.—(Laws.)

GENERAL CONDITION.

From lack of a report for the year 1879–'80 (reports being published only biennially, and that being an off year), very little can be said as to progress in school matters. According to a written return from Superintendent Taylor, an increase over 1878–79 was noticeable in the number of youth of school age (which the change in school age from 6–16 to 6–18 would in a measure account for), in the enrolment, and in the average attendance. There was a decrease in the number of school days taught, in the value of school property, and in the receipts and expenditures. With 13 fewer women teachers, the total was larger by 8. Information from the private schools of the Territory was furnished for 1879, but this list omitted certain Catholic, Episcopal, and Mormon schools, from which no information was obtainable. There were some 44 named in 1880, but in order to include those alone which present full statistics only 22 are reported in the table.

REVIEW OF EDUCATION IN THE TERRITORY.

The University of Deseret was the so called "parent school." Incorporated in 1850, to the chancellor and board of regents was given the power of appointing a superintendent of primary schools. The superintendent was to be under the supervision and discretionary control of those officers. The enactments of different years, which constituted the school system, were nearly all repealed February 18, 1876, with changes again in 1878 and 1880. Still a gradual advance is reported at most points; the standard of teachers and of schools was raised; the adobe school-houses yielded to substantial brick and frame buildings, many of them well furnished; a normal department was added in 1875 to the university; and a Territorial Teachers' Association, organized in 1870, continued to hold sessions up to 1875, and perhaps later. An increase for the decade of 11,935 in youth of school age, of 7,334 in enrolment in public schools, of 4,359 in average daily attendance, and of 159 teachers was reported. The private and church schools, with Salt Lake Academy as an initial point, are also helping in the work by raising up teachers and educating children.—(Biennial reports, &c.)

CITY SCHOOL SYSTEM.

SALT LAKE CITY.

Salt Lake City has a population of 20,768, according to the census of 1880. Of the city schools and officers in charge nothing can be said for the year 1880, as no reports are on file.

TRAINING OF TEACHERS.

NORMAL COURSE.

As stated under the general review, a normal course has been connected since 1875 with the University of Deseret. The president of the university is the instructor in the theory and practice of teaching. On completion of the teachers' course, which occupies 1 year, a certificate of graduation is given. The statistics for 1879–'80 are: instructors, 3; students, 55; graduates, 17.—(Circular and return.)

SECONDARY INSTRUCTION.

HIGH SCHOOLS AND ACADEMIES.

Of public high schools nothing is known. Various academic schools report to this Bureau. Information concerning them will be found in Table VI. Of the number, St. Mark's Grammar School, Salt Lake City, founded in 1867, reports 2,207 pupils since that date, 539 in 1879–'80; St. Mark's School for Girls, founded in 1871, had 61 pupils in 1880; and Salt Lake Academy, organized in 1878, reported 138 students in the year 1879–'80, who were instructed in drawing, music, an English course, or in the classics.—(Register and return.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF DESERET.

This institution, open to students of both sexes, was incorporated in February and organized in November, 1850. Owing to its financial condition and limited patronage, the school was soon discontinued, and until November, 1867, it had but a nominal existence. Reopened as a commercial college late in 1867, it was first fully organized in 1869 as an institution for scientific and classical instruction. The students, 223 in number, were divided among the commercial, preparatory, and scientific courses. The preparatory or model school had primary, intermediate, and academic grades. The second year 546 pupils were reported; the third, 580. In 1873 the primary and intermediate divisions were dropped; preliminary, scientific, and classical preparatory courses were carried on; and in 1875 the teachers' course of one year was added. In the academic department there were optional and special courses leading to certificates of graduation. In 1878–'79 the university was reported in a prosperous condition, which continued during 1880. The courses included teaching, English literature, history, politics, mathematics, natural history and science, chemistry, Latin, and Greek. There were 159 students in 1880 in the preparatory department, beyond which instruction does not seem to have gone.—(Biennial reports, return, and circular.)

SCIENTIFIC, PROFESSIONAL, AND SPECIAL SCHOOLS.

SCIENTIFIC COURSES.

No such schools report in the Territory, but at the University of Deseret there are courses in mathematics and physical and political sciences. The students seem, however, to be only in the preparatory department.

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATION.

An association was formed in 1870, and at date of the biennial report for 1874 and 1875 was still in existence. Lack of information for 1880 precludes any report as to the work, if still continued.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN TAYLOR, *territorial superintendent of district schools, Salt Lake City.*[1]

[Second term, August 4, 1879, to August 1, 1881.]

The previous superintendents have been Hon. Robert L. Campbell, 1862 to 1874; Hon. O. H. Riggs, 1874 to 1876.

[1] Hon. L. John Nuttall has been chosen to succeed Mr. Taylor.

SUMMARY OF EDUCATIONAL STATISTICS OF

	a1870.	1871–'72.	1872–'73.
POPULATION AND ATTENDANCE.			
Youth of school age (4–21)	.....	8,306	9,949
Public school enrolment	4,760	3,890	5,928
Average daily attendance	.....	.....	.....
Attending private schools	358	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.			
Districts	.....	222	248
Public school-houses	.....	144	189
Schools	154	157	196
School rooms	.....	.....	.....
Average term in days	.....	.....	120
Estimated value of school property	.....	.....	.....
TEACHERS.			
Men teaching	75	.....	.....
Women teaching	83	.....	.....
Whole number of teachers	158	.....	.....
Average monthly pay of men	.....	.....	.....
Average monthly pay of women	.....	.....	.....
INCOME AND EXPENDITURE.			
Total receipts for public schools	$33,746	.....	.....
Total expenditure for public schools	.....	.....	$44,007

a The figures for 1870 are taken from the ninth United States census.
b No statistics could be obtained for the year 1877–'78.

WASHINGTON TERRITORY—1870 TO 1880.

1873–'74.	1874–'75.	1875–'76.	1876–'77.	b1878–'79.	c1880.	Increase or decrease from 1876–'77 to 1878–'79.	Increase or decrease from 1870 to 1880.
11,937	8,350	11,000	13,187	24,223	.....	I.11,036	.....
7,592	6,669	7,500	7,182	14,032	9,827	I. 6,850	I. 5,067
.....	.....	.....	.....	9,585	7,166	.....	.....
.....	.....	.....	.....	181	.....	.....	.....
.....	.....	321	.....	378	.....	.....	.....
.....	.....	.....	.....	326	329	.....	.....
.....	.....	.....	.....	.....	415	.....	I. 261
225	.....	219	262	531	.....	I. 269	.....
165	70	104	89.2	87.5	.....	D. 1.7	.....
.....	.....	.....	.....	$220,405	$103 078	.....	.....
.....	.....	120	126	236	148	I. 110	I. 73
.....	.....	100	143	324	202	I. 181	I. 119
.....	220	220	269	560	350	I. 291	I. 192
.....	.....	$38 50	$40	$41 14	$41 11	I. $1 14	.....
.....	.....	38 50	30	33 34		I. 3 34	.....
.....	.....	$54,557	$49,765	$105,520	$85,430	I.$55,755	I. $51,684
.....	$54,720	55,520	.....	114,379	83,882	.....	.....

c The statistics, which are taken from the United States census of 1880, are incomplete, only 19 counties out of 25 reporting.

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

A territorial superintendent of public instruction was from 1872 till 1877 chosen biennially by the legislature; since then, by the governor, with consent of council. To aid him in selecting text books, prescribing rules, and examining candidates for territorial certificates, there has been since the latter year a territorial board of education composed of 1 person from each judicial district, appointed in like manner with himself for 2 years' terms, he being also a member ex officio.

For local educational interests there have been from the beginning county superintendents of schools, who, up to 1872, were elected by the people for 3 years' terms; since then for 2 years. Since 1877 each of these has associated with him 2 high grade teachers for examination of persons desiring to teach in the county. Also from the beginning there have been district boards of directors of 3 members for each district, at first chosen by the people for 1, 2, and 3 years' terms, and afterwards 1 each year for a term of 3 years. With them is associated a district clerk, chosen apparently for 3 years.—(School laws of 1854, 1871, 1873, and 1877.)

OTHER FEATURES OF THE SYSTEM.

Public schools are supported from county taxes, which from 1871 to 1877 were of 4 mills on the dollar, since then 3 to 6 mills on the dollar, the proceeds from fines, licenses, &c., and special district taxes when voted by the people, but not to exceed 10 mills on the dollar since 1873. Public school funds are apportioned on the basis of the number of census youth 4–21, although the age for admission into school is 5-21. No sectarian, partisan, or infidel doctrine may be taught in the public schools. The studies prescribed are the elementary English branches, including physiology and history of the United States; others may be authorized by district directors. A union of districts for the establishment of graded schools is permitted, and such schools must be sustained in towns of more than 500 census children. District clerks must take an annual census of all youth 4–21. Failing to do this they are individually liable for the amount of money the district may thereby lose. School districts having more than 15 census scholars cannot receive their share of county school funds unless they have sustained a school for at least 3 months during the preceding school year. Teachers, to be legally employed, must hold certificates of fitness to teach, either from the territorial board of education or the county board of examiners. The former hold for 3 years; the latter, being of 3 grades, for 1, 2, and 3 years. Teachers must keep a register and report annually to the county superintendent or forfeit the last month of their pay, and county superintendents failing to make annual report to the territorial superintendent forfeit $100 of theirs. It is the duty of the board of education to adopt a uniform series of text books; that of the territorial superintendent, to hold annually a territorial institute; that of county superintendents, to hold annually county institutes.

CHANGES IN THE DECADE.

The first school law of the Territory, passed in 1854, was succeeded in 1871 by another which raised the annual tax for school purposes from 2 to 4 mills on the dollar, provided for the choice of a territorial superintendent by the legislature, gave districts power to levy a special school tax, and required parents and guardians to send children 8–16 to school for at least three months each year under penalty of $100. A law of 1873 changed the positive requirement of a 4 mill tax to "not more than 4 mills," restricted the district tax to not more than 10 mills, and named the purposes for which alone the tax might be levied, required voters to be also taxpayers, and omitted the compulsory feature of the law. In 1877 followed the present law, whose chief provisions have been given above, its principal changes being the creation of a territorial board of education and of county boards for the examination of teachers, a provision for the appointment of a territorial superintendent by the governor instead of the legislature, and another making women eligible to vote in school meetings.

GENERAL CONDITION.

The territorial reports being biennial, no statistics from them can be obtained for 1879–'80. A comparison between the figures for 1878–'79 and 1876–'77 shows fair educational progress, the only exception to this being in respect to the average length of school term, which was more than a day less. The enrolment in public schools in those two years exceeded by more than 12 per cent. the increase of youth entitled to attend; while the income for school purposes, number of school rooms used, and teachers employed more than doubled, and the average monthly pay of teachers advanced.

The foregoing figures from the United States census of 1880, being only those of the first count for 19 counties out of 25, cannot justly be compared with those of 1878–79. They show, however, a greater number of school-houses, but a decrease in the value of school property. From the same authority it appears that high schools were taught in 4 public school buildings; that there were 13 buildings with more than 1 study room and 16 with 2 or more recitation rooms, the latter number probably indicating graded schools; also, that 125 of the 350 teachers were educated at high schools or academies, 19 at normal schools, and 65 at colleges.

PROGRESS DURING NINE YEARS.

The first school report for this Territory was for the years 1871–'72 and 1872–'73. Since then, up to 1878–'79, the school population had become nearly three times as numerous, the number enrolled nearly four times as great, the number of school districts larger by 156, and that of school-houses larger by 182.

TRAINING OF TEACHERS.

NORMAL DEPARTMENT OF WASHINGTON UNIVERSITY.

A normal course of 2 years forms a part of the curriculum of the territorial university at Seattle. It includes the higher English branches, methods of instruction, and pedagogics. There were 21 students attending in 1879–'80 and 3 were graduated.

TEACHERS' INSTITUTES.

In the absence of a territorial report for 1879–'80 no information can be given respecting the county institutes held during that year. According to law, institutes must be held annually in all counties containing 10 or more organized school districts and must remain in session from 1 to 5 days. It is made the duty of all teachers employed in the county to attend and to take part in the proceedings, and all having charge of schools must adjourn them for the purpose.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS AND OTHER SECONDARY SCHOOLS.

There is no information regarding public high schools beyond the fact reported in the census that such schools were taught in 4 public school buildings. For statistics of private academic schools reporting, see Table VI of the appendix, and for a summary, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITY OF WASHINGTON TERRITORY.

The University of Washington Territory, Seattle, is a part of the public school system and receives an annual legislative appropriation of $1,500. This affords free tuition to 30 pupils, who are appointed by members of the legislature. The courses of study are classical, scientific, normal, and commercial, the first and second covering 4 years and the others 2. There were 160 students attending during 1879–'80, of whom 83 were in preparatory studies, 19 in a commercial course, 21 in normal, 25 in scientific, and 12 in classical. Women are admitted on equal terms with men and are also members of the faculty.—(Catalogue, 1879–'80.)

EDUCATIONAL CONVENTION.

WASHINGTON TERRITORY TEACHERS' INSTITUTE.

The fifth annual meeting of the Territorial Teachers' Institute, held at Seattle August 17–20, 1880, was the most successful of the series. Intense interest was manifested, and the attendance was much larger than at any previous meeting, owing to the liberality of transportation companies throughout the Territory and the coöperation of the newspapers, which advertised the meeting gratuitously.

After an opening address by the secretary of the institute, Mr. J. E. Clark, an address of welcome was delivered by the territorial superintendent, Dr. J. S. Houghton. Among the addresses and papers presented, Prof. A. J. Anderson, of the Territorial University, contributed one on "Methods of teaching mental arithmetic" and one on "Graded schools;" Mr. J. E. Clark, one on the "Importance of normal training" and another in opposition to the text book system of teaching grammar; Charles McDermott, superintendent of Kitsap County, one on "Oral methods of teaching natural history;" Helen L. Pearce, one on "The relation of primary to other schools;" Mr. R. C. Kerr, one on "Word building" and another on "Morality in the schools;" Superintendent Houghton, one on "Teaching the elements of reading;" Mr. H. Jones, of Seattle, on "Teaching physiology;" Mr. B. L. Northup, on "How to keep pupils profitably employed;" Mr. E. S. Ingraham, on the "Quincy method." A paper by County Superintendent J. R. Thompson, of Thurston County, entitled "A history of education in ancient times," was read by Mr. F. E. Eldridge. Nearly all the topics treated in papers and addresses were earnestly discussed. Early in the session a resolution was passed tendering the thanks of the institute to its secretary, Mr. J. E. Clark, who gave each member a copy of a volume containing the proceedings of the 4 former meetings, prepared at his own expense. Another resolution adopted recommended the organization of an eastern division of the institute, in view of the difficulties of travel across the mountain ranges running through the Territory.—(Printed proceedings.)

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JONATHAN S. HOUGHTON, *territorial superintendent of public instruction, Olympia.*

[Term, November, 1879, to November, 1881.]

The first territorial superintendent was Rev. Nelson Rounds, D. D., appointed at the opening of 1872. In 1874 he was succeeded by Dr. John P. Judson, who served till the appointment of Dr. Houghton, and he, it is learned, is to be succeeded by Mr. Charles W. Wheeler.

SUMMARY OF EDUCATIONAL STATIS

	1870–'71.	1871–'72.	1872–'73.	1873–'74.
POPULATION AND ATTENDANCE.				
Number of children of school age (5–20)	.....	.....	1,100	1,100
Enrolled in public schools	a175	.....	.....	1,000
Average attendance in same	.....	.....	.....	.....
SCHOOL BUILDINGS AND SCHOOLS.				
Public school buildings	.....	.....	.....	10
Public schools taught	4	.....	8	20
Valuation of buildings and furniture	.....	.....	.....	$31,600
TEACHERS AND THEIR PAY.				
Men teaching in public schools	.....	.....	.....	5
Women teaching in public schools	.....	.....	.....	15
Whole number of teachers	4	.....	.....	20
Average monthly pay of male teachers	.....	.....	$150 00	b$85 00
Average monthly pay of females	.....	.....	70 00	.....
INCOME AND EXPENDITURE.				
Receipts from local tax for schools	$2,876	.....	$17,000	$14,200
Expenditure for pay of teachers	2,876	.....	.....	14,200

a Taken from census report of 1870, when there were 5 private day and boarding schools, having 11 teachers, 130 pupils, and an income of $5,500 from tuition.
b Average of both sexes.

TICS OF WYOMING—1870-'71 TO 1878-'79.

1874-'75.	1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	Increase or decrease since 1878-'79.	Increase or decrease since 1870-'71.
1,222		2,041	2,151	2,090			
		1,114	969	1,287			
13		21	20	25			
		28	33	36			
$32,500		$21,378	$26,926	$61,675			
7		21	14	20			
16		27	35	29			
23		48	49	49			
		b$71 96	b$62 08	b$55 94			
		$24,622	$4,553	$7,056			
$16,400		17,629	22,842	22,120			

NOTE.—After repeated efforts, it has been found impossible to secure any educational statistics for 1879-'80, and the comparisons given in other cases must therefore be omitted.

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Average attendance in same				
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.....	.....	.....	.....	.....	.....	.....	.....
1,222	.....	2,041	2,151	2,090	.....	.....	.....
.....	.....	1,114	969	1,287	.....	.....	.....
13	.....	21	20	25	.....	.....	.....
.....	.....	28	33	36	.....	.....	.....
$32,500	.....	$21,378	$26,926	$61,675	.....	.....	.....
7	.....	21	14	20	.....	.....	.....
16	.....	27	35	29	.....	.....	.....
23	.....	48	49	49	.....	.....	.....
.....	.....	b$71 96	b$62 08	b$55 94	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	$24,632	$4,553	$7,056	.....	.....	.....
$16,400	.....	17,629	22,842	22,120	.....	.....	.....

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TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

The territorial auditor was ex officio superintendent of public instruction up to December 14, 1871, at which time the office was discontinued and the governor received the reports of the county superintendents.

A law of December 12, 1873, slightly amended by one of December 11, 1875, renewed the territorial superintendency and made the territorial librarian ex officio superintendent. Up to 1880 he continued to act as such.

For counties there were throughout the decade superintendents elected by the people for biennial terms; and for school districts boards of trustees of 3 members elected for 3 years, 1 being changed each year.—(School laws of 1878.)

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained by a poll tax of $2 on each voter and a county tax which, up to December, 1875, was not to exceed 2 mills on the dollar, but since has been not less than 2 mills, with the proceeds of fines and forfeitures. The people at the annual district meeting may vote also a district tax to provide school-houses, buy text books for indigent pupils, meet other necessary contingent expenses, and supply deficiencies in funds for paying teachers. They may also vote $100 a year for a district library. Women may vote for and be elected to school offices, and as teachers receive the same pay as men, if equally qualified. Provision has existed for separate colored schools where there have been 15 or more children of school age in any district. The continuance of this is doubtful. A compulsory law has continued through the decade, requiring parents and guardians to see that their children between 7 and 16 attend school at least 3 months each year. Teachers must present certificates of qualification from the county superintendent authorizing them to teach in public schools, and must make reports of school statistics each term or forfeit their pay, at the discretion of the district boards; while the county superintendent who fails to report annually to the territorial superintendent forfeits $100. The law providing that an annual teachers' institute be held from 4 to 10 days, to be conducted by the territorial and county superintendents, makes it the duty of this institute to decide on a series of school books to be used and a system of education which shall be uniform throughout the Territory, allowing no change except by the unanimous vote of the institute. While this institute also settles the studies to be pursued in any high school, each county superintendent and district board of directors may decide whether a high school shall be established in the district and what number of teachers shall be employed.—(School laws of 1878.)

GENERAL CONDITION.

The school system is reported one of the best; the schools, though not numerous, excellent in character and attendance, the larger towns having been able to enroll 90 per cent. of the children of school age. The public graded schools at Cheyenne and Laramie are among the best of their class, being well directed and admirably taught. School buildings are generally excellent, a new one at Laramie City being especially fine. Teachers are liberally paid, not on the basis of sex, but of merit.

As yet there is no institution of a higher grade than the high school department of the public schools.

In the absence of sufficient data for a satisfactory comparison, reference is made to the statistical summary for a review of the decade.

Enough is given to indicate the progress and culture of the people, beginning ten years ago with but 4 public and 5 private schools, in which were but 15 teachers and 305 scholars, only 175 of these being in the public schools.—(Governor Hoyt's reports, 1878 and 1880.)

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN SLAUGHTER, *territorial librarian and ex officio superintendent of public instruction, Cheyenne.*

Mr. Slaughter became superintendent in 1873, succeeding with an interval of two years Hon. J. H. Hayford, who was superintendent from 1869 to 1871.

EDUCATIONAL ASSOCIATIONS AND CONVENTIONS.

NATIONAL EDUCATIONAL ASSOCIATION.

GENERAL ASSOCIATION.

This association held its nineteenth annual convention July 13–16, 1880, at Chautauqua, N. Y., the president, J. O. Wilson, of Washington, D. C., in the chair. The session was opened with prayer by Dr. Lemuel Moss, president of the Indiana State University. Rev. J. L. Hurlbut delivered the address of welcome, which was responded to by the president. Rev. A. D. Mayo, D. D., of Massachusetts, read a paper in which, after tracing the history of the reaction of twenty years ago against religious and moral training in the public schools and the demand of the people that the American school shall be a place for the training of character through moral instruction, he discussed a method of object training, in the centre of which stands the true teacher —the incarnation of what he would have his pupils become, a perpetual object lesson in gentle manners and good morals. Edward Spring, of Perth Amboy, N. J., urged the introduction of modelling in clay into the primary public schools, citing the Kindergarten, where it is taught with gratifying success. Frœbel saw its possibilities and introduced it into his system. Hon. James P. Wickersham, chairman of the committee to secure a bill incorporating the association, reported that the United States Senate passed the bill and sent it to the House, where it slept; so the committee was continued. Dr. E. E. White, of Indiana, reported an amendment to the constitution, admitting educational associations to a perpetual directorship on payment of $100, which was adopted. At the evening session, John Hitz, of Washington, D. C., consul general of Switzerland, gave a detailed account of the normal training of teachers for the girls' industrial schools in the canton of Aargau, Switzerland, in which he said that the first and essential thing is competent teachers, and that without them all attempts to introduce industrial training into the public schools will be premature. Supt. A. P. Marble, of Worcester, Mass., then read a paper on "The unattainable in public school instruction," which he discussed at length. At the Wednesday morning session the paper of Prof. W. H. Payne, of Michigan University, on "The domain of nature and art in the process of education," was read by Z. C. Spencer, of Michigan (the author being absent), in which it was held that education is neither the work of art alone nor of nature alone, but is a process based on nature and requiring the full resources of human art. Col. Francis W. Parker, one of the Boston school supervisors, formerly of Quincy, Mass., spoke at some length in defense of the "Quincy methods," holding that, far from being new, they are the outcome of the experience of the last century. Miss Grace C. Bibb, professor of pedagogics in Missouri University, read a paper on "Normal departments in State universities," which was followed in the evening session, after the election of officers for the ensuing year, by the reading of a paper on "The development of the superintendency," by Charles Francis Adams, jr., of Quincy, Mass. Hon. G. J. Orr, of Atlanta, Ga., then read an interesting paper on "The education of the negro: its rise, progress, and present status," which closed the session. The session of Thursday morning opened with a report from T. W. Bicknell, of Massachusetts, in favor of the organization of a "National Council of Education" in connection with and as a part of this association, and a constitution for the same was adopted and officers were chosen. The council consists of three members chosen by each of the five departments of the association, with twelve additional elected by the directors of the association, and twenty-four others elected by the twenty-seven thus created, making fifty-one in all, provision being made for annual change of seven and for annual meetings in connection with those of the general association.

J. W. Dickinson, secretary of the Massachusetts board of education, then read a paper on "Results of methods of teaching," in which he held that those who have no definite methods to use have generally no definite ends to obtain. Dr. W. T. Harris, of St. Louis, followed with a paper on "Text books and their uses," in which their abuse and proper use were set forth at length, quoting the words of Rousseau: "Reading is the great misery of children. The pedagogues teach children words, nothing but words, and no real knowledge." Edward A. Singer, of Philadelphia, opened the evening session with an instructive paper on "What constitutes a practical course of study;" at the close of which Supt. A. J. Rickoff, of Ohio, after indorsing the excellent paper read, said, "I do not hesitate to give it as my opinion that our course of study is gorged and must be diminished." Then followed a paper on the "New education," by W. N. Hailmann, of Detroit, Mich., explaining the theory and working of Kindergarten training and contrasting the theories of Pestalozzi and Frœbel.

At the opening of Friday morning session, the names of the National Council of Education were reported by W. D. Henkle, of Ohio, chairman of the committee to appoint such members. Dr. James McCosh, president of Princeton College, read a paper on "The importance of harmonizing the primary, secondary, and collegiate systems of

education," dwelling largely on the importance of an educational system in which the high and normal schools shall educate for and feed the colleges. This was followed by a paper on "The relation of educators to the spelling reform." Z. Richards, of Washington, D. C., read the report on necrology. Resolutions on the death of Rev. Barnas Sears, after appropriate remarks by G. J. Orr, of Georgia, were adopted. E. E. White, of Indiana, was requested to prepare a tribute to the memory of Bernard Mallon for publication in the report of the proceedings. Hon. J. D. Pickett made a report for Kentucky, when, after a few closing remarks by the president, the association adjourned.

DEPARTMENT OF HIGHER INSTRUCTION.

This department (Rev. Lemuel Moss, president) met in the hall of philosophy and after the appointment of a committee of nomination of officers adjourned.

On the second day Professor Timayensis, in a brief address, explained and illustrated the modern pronunciation of the Greek language.

The third day was devoted to the reading and discussion of a paper by Prof. J. L. Packard on "Scholarships," which he said presented a problem of no easy solution. The discussion was continued by John Hancock, of Dayton, Ohio, President L. Moss, of Indiana, A. C. Hall, of New York, I. W. Andrews, of Marietta, Ohio, E. T. Tappan, of Kenyon College, Ohio, and L. S. Thompson, of Lafayette, Ind.

The department on the fourth day met in the amphitheatre, and was addressed by its president, Eli T. Tappan, on the "Complexity of causes," who was followed by W. T. Harris, of Missouri, with a paper on "Equivalents in a liberal course of study."

NORMAL DEPARTMENT.

The normal department was called to order by its president, J. C. Gilchrist, of Cedar Falls, Iowa. The paper on "Object lessons in morals," read before the general association by Rev. A. D. Mayo, was discussed by several gentlemen.

The proceedings of the second day were discussions of the paper on "The domain of nature and art in the process of education," read by W. H. Payne; an address from the president of the department; a paper on "Subject matter in normal training," by G. L. Osborne, of the Warrensburg Normal School of Missouri, which elicited much discussion as to what was legitimate work in the school room; following which came an elaborate paper by George P. Brown, State Normal School, Indiana, on "The obstructions which resist the formation and growth of the pedagogic profession." The discussion which ensued showed a wide difference of opinion on the views expressed in the paper.

The third day was devoted to a review of the papers read before the general association, which showed a deep interest in the various topics presented.

After a brief session on the fourth day, the department adjourned.

ELEMENTARY DEPARTMENT.

This department, presided over by J. H. Smart, superintendent of public instruction of Indiana, after electing officers for the ensuing year and attending to minor matters, devoted the third day to a paper on "The practical use of reference books," by Miss Mary W. Hinman, of La Porte, Ind., and to one by E. O. Valle, of Chicago, on "What shall we seek to accomplish in the reading exercises?" These two papers were largely discussed, eliciting great interest and diversity of views. Then followed a paper by Miss Ellen Hyde, president of the normal school at Framingham, Mass., discussing the question "How can character be symmetrically developed?"

DEPARTMENT OF INDUSTRIAL EDUCATION.

The department was opened with an address from President E. E. White, of Purdue University, Indiana, in which he presented the importance of "Technical training in American schools," arising from the steady decline of the apprenticeship system and the consequent danger that our artisans may be at the mercy of the skilled labor of Europe. This was followed by a paper on "Technical training in the land grant colleges," by Dr. J. M. Gregory, of Illinois, stating their origin, purpose, present difficulties, and his belief in their future popularity and success, as they will aid the arts by giving them trained investigators, inventors, and leaders and by bringing larger lights from science into workshops and fields.

DEPARTMENT OF SUPERINTENDENCE.

The department was called to order by J. O. Wilson, and officers for the next year were chosen. A resolution on the life and death of Bernard Mallon, after some appropriate remarks by S. G. Brinkley, of Georgia, was adopted. At the second day's session J. P. Wickersham, J. O. Wilson, and A. J. Rickoff were chosen representatives of the department in the National Council of Education. The time and place of next meeting was left to the officers and the department adjourned.

AMERICAN INSTITUTE OF INSTRUCTION.

The fifty-first annual meeting of the American Institute, held at Saratoga Springs, N. Y., July 6, 1880, was a notable gathering in the representative character of the persons attending, in the excellence of papers read, and in the eagerly improved opportunities for discussion. The death of Dr. Barnas Sears during the session, and before the hour assigned for the delivery of his paper, gave a sad and pathetic interest to the occasion when his paper was read by Dr. Ellis, of Boston.

Hon. Neil Gilmour, superintendent of public instruction in New York, gave an address of welcome, which was responded to by the president of the Institute, I. N. Carleton, of New Britain, Conn. The first paper was by Hon. B. G. Northrop, secretary of the Connecticut board of education, on "The Quincy method." It was discussed by Col. F. W. Parker, of Quincy, and W. T. Harris, of Missouri. H. P. Warren, of the New Hampshire Normal School, read a paper on "The spiritual side of the high school question," which was then discussed by A. P. Stone, of Massachusetts, Dr. Hoose, of Cortland, N. Y., W. A. Mowry, of Rhode Island, and others. R. C. Metcalf, of Boston, spoke in favor of the greater use of public libraries by the schools, and the subject was continued by Supt. Ariel Parish, of Connecticut, President Buckham, of the Vermont University, and others. A paper followed on "Private schools," by Thomas Cushing, late principal of the Chauncy Hall School, Boston. The history of the American Institute was given in a paper read by Elbridge Smith, of Boston, Mass., and at its close remarks were made by Dr. Henry Barnard, Dr. John Kneeland, of Boston, an ex-president of the Institute, and others. Dr. Kneeland referred to the admission of women to membership in 1868 as a step marking the progress of the period. Dr. Barnard said there had been no forward movement in education during the last fifty years which had not been discussed in the Institute. A congratulatory letter was read from Governor Cornell, of New York, and a letter from General H. K. Oliver, one of the two living founders of the association, regretting that the infirmities of fourscore years prevented his presence. The evening session of the second day was devoted to the paper by the late Dr. Barnas Sears. Before reading it Dr. Ellis made a statement of the circumstances under which it was completed by the writer, who believed it would be his last work and requested him to read it to the association. The subject was "Educational progress in the United States during the last fifty years." Beginning with a history of the condition of schools and colleges from the earliest settlement of the country, it concluded with a statement of the improvements in the methods and quality of instruction since the year 1837, when Horace Mann became secretary of the Massachusetts board of education, at which period the writer dated the beginning of real progress. At the conclusion of the paper the association adjourned, out of respect to the memory of the distinguished writer, and before the final adjournment resolutions were passed expressing great admiration for his character, life, and achievements in behalf of education, and profound sorrow for his death. The first paper of the third day was by Dr. John W. Philbrick, of Boston, on "Coeducation of the sexes," in which he insisted on the importance of higher education for women as well as for men, but wanted women to obtain it in separate institutions. Want of time prevented a full discussion of the question; only four gentlemen gave their views on it, one of them agreeing with the opinions expressed in the paper, the others favoring coeducation. A paper by Miss J. H. Stickney, of Boston, Mass., on the "Language element in education," was read by S. W. Mason, of Boston. After its discussion readings were given by Prof. Charles Roberts, jr., of the Union Theological Seminary, New York, and lessons in singing by Prof. H. E. Holt, musical instructor of the public schools of Boston, given to his class of sixteen girls who were present from the Boston schools. Reports from committees, the election of officers, and other business followed. From the report on necrology it appeared that eight members died during the year. The programme of the last evening began with recitations by Professor Roberts and singing by Professor Holt's class, and concluded with a lecture from Rev. Henry Ward Beecher on "The new profession."— (New-England Journal of Education, July 15, 1880.)

NEW ENGLAND ASSOCIATION OF SCHOOL SUPERINTENDENTS.

FIRST SESSION.

This body holds two meetings each year. The first session for 1880 convened on May 28, in Boston. Supt. W. H. Lambert, of Malden, Mass., in a paper on the best interests of the high school, suggested that the causes of the antagonism to the high school were narrowness in aim, absorption in classical to the detriment of other studies, comparative fewness of its pupils and consequent cost, and a course of study inelastic and overcrowded. He recommended that teachers be experts, the studies more practical, the high school be the end of the school course, and the curriculum arranged to fit pupils for the ordinary business of life. Then he would have special fitting schools for colleges. Dr. Harris, of St. Louis, pleaded eloquently for high schools.

Mr. G. A. Walton analyzed the new departure in educational affairs in New England, and instanced the benefit that accrued from it to both teachers and pupils. Gen. John Eaton, Commissioner of Education, spoke on the "Supervision of instruction by civil authority." He referred to the growth, present condition, and legal basis of such supervision, to the functions of this supervision and the character and qualifications of those who administer it, to the rigid inspection and examination of English schools, to the authoritative and non-authoritative functions of a superintendent, and to the need of special training for this position. A report on the definition of teaching, the word method in teaching, and on school discipline was submitted and recommitted, and a general discussion of the papers followed.

SECOND SESSION.

The fall meeting was also held in Boston, October 29, 1880. Supt. W. W. Waterman, of Taunton, discussed "What is the most satisfactory division of classes and apportionment of studies of graded schools?" He would have teachers continue long enough with a class to understand the individualities of the pupils and to produce permanent impressions; he would have both general and separate class work, short steps in the course of study, and all studies distributed so as to cultivate power of concentration and continuity of thought. A resolution that the State make provision for the uniform examination of teachers for all grades of schools was next discussed. Supt. O. B. Bruce, of Lynn, considered the expediency and feasibility of such an examination. He urged the right of the State to demand a certain high standard of its teachers after expending so much in training them. Superintendents Stone and Marble were heartily in favor of State examinations. The following resolution was adopted: That the interests of the public schools of New England require that they be committed to the care of efficient skilled supervision. After the election of officers, the meeting adjourned.—(New-England Journal of Education.)

WESTERN PEDAGOGICAL ASSOCIATION.

An informal meeting of men interested in the professional education of teachers was held at Ann Arbor, Mich., January 2–3, 1880. The purpose of the meeting was to discuss some of the fundamental questions in normal instruction and to agree upon certain lines of doctrine and policy. The papers presented and discussed were as follows: "Diagnosis of the disease of the body educational," by G. P. Brown; "The Quincy system," by E. C. Hewitt; "Educational psychology," by W. H. Payne; "The doctrine of memory," by Daniel Putnam; "Pupil teaching," by Joseph Estabrook; and a sketch of the École Normale Centrale of Paris, by Professor Hennequin. The following resolutions were adopted: That in lectures in the class room and before the people the value of skilful supervision be enforced and the largest liberty in the exercise of supervisory duties advocated; that while formation or culture is the great purpose of scholastic training, the mind, as the instrument of thought, is best developed while being furnished with valuable knowledge; that an elementary and an advanced treatise on educational psychology and a compendious history of education are needed for the purposes of sound normal instruction; that a meeting of men especially interested in normal instruction be called, at Put-in Bay in the third week of July, 1880. At such meeting the following topics were to be brought forward for discussion: (1) The formation of a body of educational doctrine, (2) the unification of professional instruction in normal schools, (3) the relation of normal school work to the State, (4) the education of the public with reference to normal schools and their work, (5) the relation of academic to strictly professional work, and (6) the relation of model and training schools to normal schools. Whether this meeting was held is not known.— (Pennsylvania School Journal.)

INTERNATIONAL SOCIETY FOR INVESTIGATING AND PROMOTING THE SCIENCE OF TEACHING.

The first meeting of this society was announced for August 16–21, 1880, at the Thousand Islands Park. It was the outgrowth of a preliminary meeting—the Normal Educational Conference—held in August, 1879, in the same place. The feeling among educators that the profession of teaching should have an association to promote the scientific advancement of the knowledge and experience of teaching is to be carried out by this society. Many of the most progressive and scholarly educators in Canada and the United States are already members, and it is thought that it will be one of the most profitable educational gatherings in the country. The following subjects are to be presented: "Intellectual education: its nature, province, and method;" "Laws of methods of teaching;" "Moral education in public schools: its nature, province, and method;" "Art education in public schools: its nature, province, and method;" "How children learn to read;" "School government: its nature, province, and method," &c. This body is said to be the only educational association of a purely scientific and professional character that has been organized in this country.—(Educational Weekly.)

AMERICAN FRÖBEL UNION.

The first of a series of public conferences to be held by the American Fröbel Union took place in New York, beginning March 31, 1880. The object of these meetings is to review the work of the Kindergarten in America by means of lectures and discussions by prominent people most interested in the work, and through these meetings to help the Kindergarten work in this country. Miss Peabody, president of the union, recounted the history, present condition, and aims of the union. Thomas Cushing, late principal of the Chauncy Hall School, Boston, spoke of the operation of the Kindergarten in his school. Dr. Wm. T. Harris, superintendent of public instruction in St. Louis, explained the methods of the Kindergarten and advocated a place for it in the common school system. Prof. Felix Adler favored these schools for the poor. Professor Bachellor spoke on the "Analogies of tone and color," and E. A. Spring, sculptor, of Perth Amboy, N. J., on "Modelling as an occupation of the Kindergarten."—(New-England Journal of Education.)

AMERICAN PHILOLOGICAL ASSOCIATION.

The twelfth annual meeting was held in Philadelphia July 13–15, 1880. Organized in 1868 for the pursuit of philological studies, in its membership are embraced nearly all the prominent students of languages in America. The president, Prof. C. H. Toy, of Harvard College, delivered the annual address; Prof. W. D. Whitney, of Yale College, read a paper on "Logical consistency in linguistic views;" Rev. R. F. Weidner, one on "Some points connected with the prophecy of Obadiah;" Dr. W. C. Cattell, president of Lafayette College, one on the "Etymologies of Lactantius;" Prof. M. W. Humphrey, of Vanderbilt University, "A contribution to infantile linguistics;" Prof. S. S. Haldeman, University of Pennsylvania, "Notes on the invention of words by children." These were followed by papers from Dr. Isaac H. Hall, on "The declination of the Cypriote article," and from Rev. R. F. Weidner, on the "Study of the Bible." The committee on the nomination of officers reported, and this closed the morning session of the second day. In the afternoon the following topics were presented: "The use of Anglo-Saxon particles," Prof. C. P. G. Scott, of Columbia College; "The beginning of written literature in Greece," Prof. Lewis R. Packard, of Yale College; "The battle of Mons Grampius," Prof. W. F. Allen. The last day's session was opened by Professor Toy, who read a paper on "Verbs ending in *ω* in Hebrew as an indication of date." A paper from A. C. Merriam, PH. D., of Columbia College, on "An experiment of reading Greek at sight with volunteer classes in college," was read by Dr. Cattell. The last paper presented to the association was on Virgil and Plato. Ernest G. Sihler, PH. D., of New York, traced the analogy between the transcendental psychology of the sixth book of the Æneid and Plato's Metempsychosis, discussing the motive of this episode in the economy of the Roman epic. The association then adjourned to meet in Cleveland in 1881.—(Daily Evening Telegraph.)

SPELLING REFORM ASSOCIATION.

The annual meeting was held at Chautauqua, N. Y., in connection with the National Educational Association, July 15–16, 1880. The president, Prof. F. A. March, of Lafayette College, delivered the introductory address, in which he reviewed the progress made in spelling reform during the year. He referred to the formation of the English Spelling Reform Association, and to the recent action of the Philological Association of England, by which a list of words is to be made out wherein the spelling suggests a false etymology. Dr. J. M. Gregory, president of the Illinois Industrial University, spoke on the spelling reform demanded by the nineteenth century. Mr. Z. Richards, of Washington, D. C., claimed to be the first spelling reformer, as he commenced in 1844. On the second day Mr. W. G. Ballantine, professor of Hebrew in Oberlin College, commenced the exercises with a paper entitled "The duty of our colleges to the spelling reform." Mr. E. O. Vaile, of Chicago, spoke on "Spelling reform and the press." A lively discussion followed, the speakers agreeing as to the necessity of prompt action in order to improve the schools and advance the interests of education. After the usual business arrangements, the association adjourned.—(New-England Journal of Education.)

NATIONAL GERMAN-AMERICAN TEACHERS' ASSOCIATION.

This association held its eleventh annual convention at Newark, N. J., July 27–30, 1880. After listening to addresses of welcome of Mayor Fiedler and Mr. Barringer, superintendent of city schools, the following officers were elected: Prof. W. J. Eckoff, of Newark, president; Mr. H. H. Fick, superintendent of drawing in Cincinnati, vice president; Prof. A. Schumacher, of Cleveland, secretary, and Prof. G. H. Borger, of Cincinnati, treasurer. The chairman of the executive committee read a report on the activity of the association during the preceding year.

At the first session several papers of great interest were presented and ably discussed, to wit: "Gymnastics in the common scho l," by Prof. Geo. Wagner; "The claims of instruction in drawing," by Prof. H. H. Fick. This paper abounded in valuable information regarding the history of the study of drawing and led to a spirited discussion. Then the question of "Establishing special schools" was taken up. Mr. A. Schück, of Detroit, advocated the adoption of his motion: "The association considers the establishment of special (so-called ungraded or unclassified) schools necessary for such pupils as disturb and check the progress of the great majority either by reason of their moral depravity or intellectual poverty." The association adopted his motion in so far as it related to schools for "morally weak" pupils, but could only after a long discussion be brought to admit the necessity of establishing schools specially adapted for the "intellectually weak" ones. The convincing arguments of Prof. W. N. Hailmann, of Detroit, however, led to the adoption of the resolution, amended by Prof. I. Keller, of Milwaukee, to the effect that special classes in large school-houses might answer the purpose.

In the evening Prof. L. R. Klemm, of Cincinnati, delivered an address to a large audience in the Academy of Music on "Old truths in new garments." He discussed the province of the common school, holding it to consist chiefly in developing harmoniously the child's natural gifts. He quoted at length the "irrepressible business man," the statesman, the artist, the learned man, the journalist, and generally refuted their claims, showing that they measure the results of the schools by the needs of their vocations. He found but one fault with the common school as it is, namely, th t it lays too much stress on the acquisition of knowledge instead of its application, which fault he illustrated very convincingly. The address was exceptionally well received.

The second session was occupied in discussing the relation of the association to the National Normal School in Milwaukee, its own creation, and to the turners' and the teachers' associations. Mr. Von der Heide, of Newark, then read an essay on "German spelling and script," which led to the appointment of a committee to act with the Spelling Reform Society in Germany. Mr. C. Wiedemann, of Newark, spoke with great earnestness of the necessity of more bodily exercise for girls. Dr. Lehlbach, of Newark, read a paper on "Hygiene in school," which led to a direction to the executive officers to prepare a pamphlet containing the results of actual researches regarding the health of school children. The committee on statistics, Professor Fick chairman, presented an interesting but incomplete report showing the extent of instruction in German in public, parochial, and private schools in this country. The committee was requested to continue its labors, and funds were appropriated for the purpose. Prof. I. Keller, principal of the normal school above mentioned, reported on the present and future state of the institution. New trustees were elected. Prof. W. J. Eckoff reported on the labors of his committee on "Selection of suitable matter for æsthetic culture." The chairman of the committee on Kindergärten, Professor Hailmann, also read a valuable report on the progress of the year. All the reports and papers were discussed.

The third session began with a paper by Mr. J. Reichhelm, of Hoboken, on "The citizen of the Union and his claim for proper education." After the transaction of routine business, a special committee laid before the association a carefully revised constitution, which was adopted without discussion.

There is no question that this eleventh convention was an improvement on the previous ones, owing to the high character of the discussions held at Newark. The following gentlemen were elected officers for the year 1880–'81: Prof. W. N. Hailmann, of Detroit, president; Prof. L. R. Klemm, of Cincinnati, secretary; Prof. G. H. Borger, of Cincinnati, treasurer. Davenport, Iowa, was selected as the place for holding the next convention.

BUSINESS COLLEGE TEACHERS' AND PENMEN'S ASSOCIATION.

This body met in Chicago July 27–31, 1880, with delegates and pupils from the different institutions of these classes in attendance. About fifty persons, representing from 25,000 to 30,000 students, attended the meeting. Among the subjects discussed were banking, book-keeping, national finances, methods of detecting false entries to cloak embezzlement, and expert methods of discovering and identifying handwriting. Lectures were given on the German language as related to commercial education, phonography, the voice as a medium in business communications, the mission of a business college and its place among educational institutions, and on the value of a business college course as ascertained by the experience of a graduate who has pursued a successful business career. The usual business matters, drafting of resolutions, &c., preceded the adjournment.—(Proceedings of the convention, New-England Journal of Education.)

INTER STATE ORATORICAL CONTEST.

The sixth annual inter State collegiate oratorical contest took place at Oberlin, Ohio, May 5, 1880. Hon. Thomas A. Hendricks, Judge S. N. Owen, and Rev. James

Brand acted as judges. L. C. Harris, of Grinnell College, Iowa, took the first prize, and Richard Yates, of Illinois College, the second.—(Ohio Educational Monthly, June, 1880.)

The association for this purpose covers the whole Northwest, each college connected with it having a contest among its students to determine which one of them shall represent it in a State contest, the victor in which last represents his State in the inter State contest for the year. The object of the association is of course the development of oratorical capacity among college students.

AMERICAN ACADEMY OF ARTS AND SCIENCES.

The American Academy of Arts and Sciences celebrated the centennial of its corporate existence May 26, 1880, in the old South Church at Boston. About 300 were present, including fellows, associate fellows, and honorary members, besides members of sister academies at home and abroad and of other similar associations. Many learned societies unable to send delegates forwarded cordial greetings, among these being the Royal Danish Academy of Sciences, the academic consistory of the University at Lund, Sweden, and the Astronomical Society of Gotha and Strasburg, Germany. Among the foreign societies represented were the Philosophical Society of Cambridge, England, the Statistical Society of London, the Société de Géographie Commerciale, Bordeaux, the Société Géologique de France, the Accademia dei Lincei of Rome, the Academy of Sciences at Bologna, and the Zoölogical Society of Frankfort-on-the-Main. Delegates from thirteen learned societies of the United States were present, and there was a full attendance of fellows of the academy. Hon. Robert C. Winthrop presided and delivered the principal address. Dr. O. W. Holmes read a poem, and remarks were made by Professor Gray, formerly president of the academy, Very Rev. John S. Howson, Dean of Chester, Prof. W. B. Rogers, and others.

Founded in 1779 and chartered May 4, 1780, this academy is the oldest corporation of its kind in the country save one, the American Philosophical Society, of Philadelphia, which preceded it by a few months. The French Academy and the Royal Society were taken as models, but the American academy was well aware of its special needs and has always been a true academy, faithful to its objects. An independent society of learned men who are at the head of their branches of knowledge, it excludes the schools of medicine, theology, and law, as such, because the school which trains for a learned pursuit does not intend to discover the new but to guard the old. The academy means to keep on the heights of science; its memoirs and essays are neither popular adaptations nor learned manuals and digests; they avoid rhetoric and the academic dialect. By the charter it is provided that at least four meetings a year shall be held. The membership is confined to 200 fellows who must be residents of Massachusetts, 100 associate fellows, residents of the United States outside of Massachusetts, and 75 honorary members who live in foreign countries. The academy is so far an institution of Massachusetts and Boston as that the meetings and administration are conducted there.—(Boston Daily Advertiser, May 26, 27, 1880.)

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

This association held its twenty-ninth annual meeting in Boston August 25 to September 1, 1880, with the president elect, Hon. Lewis H. Morgan, of Rochester, N. Y., in the chair. The introductory address, by President Rogers, of the Massachusetts Institute of Technology, was followed by addresses of welcome by Mayor Prince and Governor Long. The deaths of members of the society for the year were reported; a committee was appointed to draft resolutions on the death of General Albert J. Myer, and another to cable greetings to the British Association on its fiftieth meeting. The general session was then adjourned, and the various sections and subsections organized. Prof. Asaph Hall, of Washington, reviewed the recent advances in the science of astronomy; Prof. John M. Ordway took up the latest achievements of practical chemistry, and discussed its methods. Maj. J. W. Powell, in the subsection of anthropology, spoke on the social organization and government of the Wyandotte Indians. In the evening the retiring president, Prof. George F. Barker, addressed the association on "Some modern aspects of the life question," basing his remarks on the theory that every action of the living body is, sooner or later, to be recognized as purely chemical or physical, the life that science has to deal with having no existence apart from matter. At the second day's meetings Prof. Alfred M. Thayer, in a eulogy on the late Professor Henry, dwelt particularly on his work as a discoverer in science. The practical side of that work was touched on in connection with the experiments which proved so beneficial to the light-house and fog-signal service. Prof. Alexander Agassiz followed with an address on "Paleontological and embryological development," choosing his illustrations from a limited group of marine animals having less than 300 living species and more than 2,000 known fossil species. A glance at the programme of the meeting shows that its proceedings were rich in varied interest and characterized mainly by a genuine scientific spirit. Among other noteworthy presentations was the

picturesque photographing of the Rocky Mountain flora by Professor Gray. Various entertainments were given to the members; certain hours were devoted to visiting museums, libraries, &c.; and one evening was given to the section of microscopy of the Boston Society of Natural History; members of the association were desired to participate by exhibiting instruments, accessory apparatus, and specimens. The association was largely attended, nearly 600 members being registered the first day, and fully 500 new members were elected during the first two days.—(Scientific American, New-England Journal of Education.)

AMERICAN SOCIAL SCIENCE ASSOCIATION.

The Social Science Association met at Saratoga Springs, N. Y., September 8, 1880, Col. T. W. Higginson, of Massachusetts, presiding over the educational department. Mr. Higginson said that the so-called Quincy method of education was only a revival of a system advocated by the late Horace Mann. Mrs. Talbot, of Boston, read the report of William T. Harris on Kindergärten. Mr. Higginson thought that some modifications in Fröbel's method were made necessary in this country by the different climate and social conditions here. Miss A. Wiggens, who had observed Kindergärten in Germany, thought that less machinery is needed here. President Gregory, of Illinois (long at the head of the Industrial University), expressed the belief that children are sent to school when too young, and that better scholarship resulted when school life was not begun earlier than 9 or 10 years of age. Mr. Higginson said the best scholars he had known began school life young. Miss Edith Simcox, of the London school board, sent a paper on educational progress in England, in which was sketched the development of the educational system in England during the past fifty years, including the various steps to secure the higher education of women. Mr. Higginson alluded to the influence of an American, Moncure D. Conway, of London, in bringing about much of this progress, particularly in respect to the higher education of women. Mr. Conway, who was present, then gave some facts showing the progress made in that cause, and expressed the opinion that in a few years coeducation of the sexes in colleges would be an assured and common fact. Other papers followed: one on "The relation of the public library to the public schools," by S. S. Green, of Worcester, Mass.; one on "The treatment of insanity in its economic aspect," by Walter H. Channing, M. D., of Boston; one on "The American newspaper: its relation to American education," by Dr. J. M. Gregory, of Illinois; and one on "The adulteration of food, drugs, and domestic articles," by Prof. S. W. Johnson, of Yale College. The last was an exhaustive review of the past and present adulterations of food in England and the United States. It concluded, however, with the opinion that we are not suffering serious loss of goods or health from this cause. A communication was read from Leroy Parker, of the Michigan State board of health, recognizing the importance of the subject and urging the necessity of arousing public opinion to secure the enforcement of laws against the adulteration of food.—(New-England Journal of Education.)

NATIONAL ACADEMY OF SCIENCES.

FIRST MEETING.

Two sessions of this association are held each year; the first took place in Washington, D. C., April 20–23, 1880; the last in New York City, November 16–19, 1880. In a private session of the spring meeting an amendment to the constitution was adopted limiting the number of members in the future to 100. Professor Agassiz described the new species of sea urchins found by the Challenger expedition. Dr. Coues read Prof. A. S. Packard's paper on "The internal structure of the brain of the Limulus polyphemus, or horsefoot crab." Prof. O. C. Marsh reaffirmed his discoveries touching the law of brain growth. Mr. D. P. Todd presented a plan for the use of the electric telegraph by which observers of the eclipse of 1882 might telegraph their discoveries from station to station. F. M. Green read a paper on the telegraphic determinations of longitude by the United States Hydrographic Office. Prof. T. Sterry Hunt, in his paper on "The Taconic system in geology," reviewed the evidence of a great and widespread series of rocks, pre-Cambrian in age, and showed where they are to be found and of what they are composed. Prof. S. P. Langley explained experiments in the measurement of radiant heat and told of an improved thermo-electric apparatus due to a product of the American iron industry. Prof. William Harkness, in "The solar corona," summarized the amount and distribution of light in the corona of July 29, 1878, as follows: Total light of corona 3.8 times that of the full moon, or 0.0000069 that of the sun. Other papers were on the nebula of Orion and the distribution of Zeus conchifera, an early race of man in Japan.

SECOND MEETING.

At the fall meeting Professor Agassiz read two papers, one a report of the dredging cruise of the United States steamer Blake, Commander Bartlett, during the summer of

1880, the other on the origin of the coral reefs of the Yucatan and Florida Banks. Prof. J. E. Hilgard read a paper on the basin of the Gulf of Mexico. These papers were said to add materially to the knowledge of the South Atlantic Coast, the Gulf of Mexico, and the Caribbean Sea. Prof. Henry Morton, of the Stevens Institute, gave two papers; the first, on some recent experiments in determining the electro-motive force of the Brush dynamo-electric generator; the second, on measurement of new forms of electric lamps operating by incandescence. These electrical papers, particularly the latter, on the Maxim incandescent lamp, awakened unusual interest. Important information was presented to the academy by Prof. Wolcott Gibbs's new method of analyzing metals by electrolysis. Prof. S. P. Langley read papers on the thermal balance and on the measurement of radiant energy. Prof. Elias Loomis followed with a report on the causes which determine the progressive movement of storms. Prof. O. N. Rood described an improvement in the Sprengel air pump. Prof. J. S. Newberry's papers were entitled "Antimony mines of Southern Utah" and "Deposits of crystalline ores in Utah." He regards Utah as one of the great mineral regions. Prof. Henry Draper spoke on the photographing of the nebula in Orion; Prof. G. F. Barker, on condensers of high potentiality; C. S. Peirce, on the ellipticity of the earth; Prof. O. C. Marsh, on the brain and spinal cord of some extinct reptiles.—(Scientific American, New-England Journal of Education.)

CONFERENCE OF PRINCIPALS OF SCHOOLS FOR THE DEAF AND DUMB.

The fourth conference of principals and superintendents of American institutions for the deaf and dumb met at the Clarke Institution, Northampton, Mass., May 25–29, 1880. After a brief address of welcome by Miss Harriet B. Rogers, principal of the Clarke Institution, committees were appointed and officers elected. Rev. Thomas Gallaudet, D. D., who was elected president, addressed the conference, expressing increased faith in the practical value of articulation and lip-reading in the teaching of the deaf. Sister Mary Ann Burke, principal of Le Couteulx St. Mary's Institution, Buffalo, N. Y., gave her views on the combined method which is used in that institution. A very interesting discussion followed on the relative value of articulation and the sign language, and on the two combined, the weight of opinion appearing to be in favor of the combined plan. Dr. Gallaudet spoke in regard to the best preparation of students for admission to the National Deaf-Mute College at Washington, and replied to a number of questions from those present on the subject. Mr. Leonidas Poyntz, of Staunton, Va., read a paper entitled "A view of the paramount importance of primary education;" and at its conclusion Mr. Westervelt, of the Western New York Institution, was asked to describe the primary instruction there, in which the Kindergarten system is used with decided advantage. Miss Sarah Fuller, principal of the Horace Mann School, Boston, explained the aims and plans of the Society for the Encouragement of Study at Home with reference to aiding indigent mute young ladies in the pursuit of their studies after leaving school, stating that a special programme of reading and study had been prepared for them and a teacher placed in charge of the work. Dr. McIntire and Mr. Hammond spoke earnestly in favor of the plan as one likely to result in great benefit to deaf-mute girls. Mr. Woodbridge, principal of the Halifax Institution (Nova Scotia), read a valuable paper on "The art of drawing; its importance to deaf-mutes." Mr. H. A. Gudger, principal of the North Carolina Institution, Raleigh, N. C., read a suggestive paper by Mrs. Helen Campbell, superintendent of the Cookery School, Raleigh, N. C., on the importance of giving special training in cookery to deaf-mute girls. The usefulness of the audiphone as an aid in the instruction of deaf mutes was next discussed, a majority of the speakers considering it of no value in most cases. Further discussion on the "combined method" ensued, in the course of which some members expressed a decided objection to the term "dumb" in characterizing persons who cannot hear. After further consideration of the means of supplying material for object teaching in institutions, resolutions of thanks to various persons were adopted and the conference adjourned.—(American Annals for the Deaf and Dumb, July, 1880.)

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND.

Held biennially, this association met for the sixth time, at Louisville, Ky., August 17–19, 1880, the president, G. L. Smead, of Ohio, in the chair. The proceedings of the first day included the address of welcome by Dr. T. S. Bell, president of the board of trustees of the Kentucky Institution for the Blind, the reply by the president, and addresses by Mr. Chapin, of Philadelphia, and Hon. Albert S. Willis, of Kentucky. On the second day, after the reading of the treasurer's report, the committee appointed at the last convention to memorialize Congress in behalf of the education of the blind, submitted their report, which was adopted. The new education, or Kindergarten for the blind, was discussed in the afternoon, the art of printing for the blind occupying the rest of the morning session. The evening was given up to the arrang-

ing of business matters. During the third day's sessions, the subject of institutions for blind colored people was entered into. A committee was appointed to consider the need of a collegiate education for the blind. A discussion took place in regard to a more comprehensive system of industrial education in institutions for this class, a combination of the best features of British and American systems being aimed at. The board of trustees of the American Printing House for the Blind met also at Louisville in connection with the association. The need of extending the field of literature for this class was urged, and a report of what has been done was presented. On the afternoon of August 19, the convention adjourned to meet at Janesville, Wis., in August, 1882.—(Report of proceedings.)

SOCIETY FOR POLITICAL EDUCATION.

There was established in October, 1880, a national society for education in political science non-partisan in character and national in scope. It has no president, but is controlled by an executive committee of 25 members from different sections of the country, many of them distinguished as students of political and social science and of all shades of political opinion. One-third of the members resign each year, their places being filled by the remaining two-thirds. A wide correspondence is carried on by five secretaries, living in as many different sections of the country, through whom courses of reading selected by the society are recommended. Books and tracts on economic and political topics are published and circulated, the details of printing being attended to by a committee of ways and means, whose headquarters are in New York. The course of reading selected for the first year comprised Nordhoff's Politics for Young America, Prof. A. L. Perry's Introduction to Political Economy, Johnson's History of American Politics, and McAdam's Alphabet in Finance.

There are two classes of membership, active and coöperating. Active members are such persons as will pledge themselves to read the books recommended by the society for the official year, included in its Library of Political Education, and will pay an annual fee of 50 cents. Any person may become a coöperating member on the annual payment of $5 or more, which entitles such member to receive all the tracts published by the society. There are no other conditions or obligations of membership. The number of tracts to be published annually will depend chiefly on the amount of subscriptions received. It is also desired to establish a fund for furthering the general work of the society and for facilitating the placing of books approved by the society in public and school libraries.—(Circulars and letter from Secretary R. L. Dugdale, 5 Morton street, N. Y.)

AMERICAN PUBLIC HEALTH ASSOCIATION.

Dr. John S. Billings presided over the eighth annual meeting of this association, held in New Orleans, December 7–10, 1880. Over 400 members were present. A report of the advisory committee on national sanitary legislation was the forerunner of various papers on sanitation. Dr. G. B. Thornton, of Memphis, commenced with "The sanitation of Memphis;" Colonel Waring followed with "The value of sanitation from an economic standpoint;" Prof. Jno. Gamgee, with "The sanitary urgency of the Florida ship canal." Dr. A. L. Gihon read Dr. Turner's paper on sanitation of emigrant ships; Hon. John Eaton, Commissioner of Education, a paper on sanitation and education; and Dr. Scales, one on municipal sanitation as practised in Mobile. A resolution was adopted that the advisory and executive committees take under consideration the advisability of establishing a national museum of hygiene; also, one commending the organization of auxiliary sanitary associations. Various other papers were read on different subjects; among them was one on the relations of schools to diphtheria, by Dr. Baker, of Michigan. Several resolutions were presented and adopted. In one the association, recognizing that systematic sanitary surveys and inspection are essential aids to successful public health works and to the progress and application of sanitary science, urged upon local authorities the importance of such surveys and of the sanitary maps and records that pertain thereto.—(Southern Practitioner.)

AMERICAN LIBRARY ASSOCIATION.

Various endeavors were made during the year 1880 to have a meeting of this association. The decision was at last arrived at that Washington, D. C., should be the city, and that the conference should be held in February, 1881. A review of the proceedings will be given in the Report of the Commissioner of Education for 1881.—(Library Journal.)

AMERICAN ACADEMY OF MEDICINE.

On September 28–29, 1880, the fifth annual meeting of this body took place in Providence, R. I. The society consisted of 119 members, of whom 24 were present during the session. Dr. Frederick D. Lente, of New York, presided, and welcomed the members.

Several amendments to the constitution were adopted and the hand of fellowship was given to 26 gentlemen. The council was instructed to collect the laws of all the States in the Union and of the Dominion of Canada which pertain to physicians and to the practice of medicine, with a digest of the same, and to present them to the academy at its next annual meeting. In the evening Dr. Lente delivered the annual address on the higher education of medical men and its influence on the profession and the public. He stated that we have too many medical schools and too many physicians, there being one to every 600 persons; in European countries there is one to every 3,800. Better men should be induced to enter the profession and there should be a higher standard of requirements. The object of this society is to bring together the most highly educated men in the profession and to encourage thorough preparatory education. The best preliminary requirement at present available is that the student possess the degree of A. B. or A. M. from some respectable literary institution. A medical diploma should show that the holder has availed himself of all possible advantages. The reading of records, report of treasurer, &c., finished the proceedings.—(Boston Medical and Surgical Journal.)

AMERICAN MEDICAL COLLEGE ASSOCIATION.

At the fourth annual meeting of this association, held in New York May 31, 1880, it was decided that all medical colleges belonging to the association should require of their students, conditional to graduation, attendance on three full courses of lectures instead of two as heretofore, a measure proposed and debated at the meeting held in 1879. This association, which professes as the great object of its existence the advancement of medical education in the United States, claims to have been already instrumental in greatly diminishing the number of diplomas that are bestowed without thorough study and examination, to have promoted uniformity in medical teaching and in the requirements for graduation, caused the disappearance of all schools having two terms in one year, and made it impossible for students (except at two schools) to complete a medical course within one year. The next step proposed is to add to the requirements a matriculation examination.—(Report of the American Medical College Association, 1880.)

NATIONAL ECLECTIC MEDICAL ASSOCIATION.

The tenth meeting of this association was held in Chicago June 16–18, 1880, with an attendance of about 135. The annual address by the president, Dr. Milbrey Green, was on the subject of medical improvements, higher standard of education, organization of reformed physicians, necessity of thorough training, importance of hygiene and sanitary medicine, &c. A report on surgery was made by Dr. A. J. Howe, and papers were read on the influence of heredity in disease and on medical jurisprudence. The advantages and disadvantages of the plaster of Paris jacket in spinal troubles, &c., were set forth by different persons. A discussion of John Buchanan, bogus degrees, and "snide" diplomas followed. An address on otology, by Dr. Henry Olin, concluded by comparing the human ear to a telephone constantly charged with electric force and always ready to convey messages to the brain. The States reported, by delegate or otherwise, on the status of eclectic medicine therein. Reports were read on gynæcology, microscopy, tracheotomy, and on the influence of inebriety on criminal statistics. A resolution was adopted that the California Eclectic Medical College be recognized by the association, and after the election of officers, &c., the association adjourned.—(New York Medical Eclectic.)

APPENDIX.

STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

TABLE I.—PART 1.—*Statistics of the school systems of the States and Territories, showing &c.; from replies to inquiries by the*

	States and Territories.	Report for the year—	SCHOOL YEAR. Begins—	SCHOOL YEAR. Ends—	SCHOOL POPULATION. Between what ages.	SCHOOL POPULATION. Total number between said ages.
	1	2	3	4	5	6
1	Alabama	1879-'80	Oct. 1	Sept. 30	7-21	388,000
2	Arkansas	1879-'80	July 1	June 30	6-21	[a]247,547
3	California	1879-'80	July 1	June 30	5-17	215,978
4	Colorado	1880	Sept. 1	Aug. 31	6-21	35,566
5	Connecticut	1879-'80	Sept. 1	Aug. 31	4-16	140,235
6	Delaware	1880	Dec. 1	Nov. 30	6-21	35,459
7	Florida	1879-'80	Oct. 1	Sept. 30	4-21	88,677
8	Georgia	1880	Jan. 1	Dec. 31	6-18	[c]453,444
9	Illinois	1879-'80	July 1	June 30	6-21	1,010,851
10	Indiana	1879-'80	Sept. 1	Aug. 31	6-21	703,358
11	Iowa	1880	Sept. 16	Sept. 15	5-21	586,356
12	Kansas	1880	Aug. 1	July 31	5-21	340,047
13	Kentucky	1880	July 1	June 30	[f]6-20	545,161
14	Louisiana	1880	Sept. —	June —	6-18	273,845
15	Maine	1879-'80	Apr. 1	Mar. 31	4-21	214,656
16	Maryland	1879-'80	Sept. 1	July 31	5-20	[g]330,590
17	Massachusetts	1879-'80	May —	Apr. —	5-15	307,321
18	Michigan	1879-'80	Sept. —	Sept. —	5-20	506,221
19	Minnesota	1880	Sept. 1	Aug. 31	5-21	[c]271,428
20	Mississippi	1880	Jan. 1	Dec. 31	5-21	426,689
21	Missouri	1879-'80	Apr. —	Apr. —	6-20	723,484
22	Nebraska	1880	Apr. —	Apr. —	5-21	142,348
23	Nevada	1879-'80	Sept. 1	Aug. 31	6-18	10,592
24	New Hampshire	1879-'80	.....	June —	5-21	[c]71,132
25	New Jersey	1880	Sept. 1	Aug. 31	5-18	330,685
26	New York	1879-'80	Oct. 1	Sept. 30	5-21	1,641,173
27	North Carolina	1879-'80	Sept. 1	Aug. 31	6-21	459,324
28	Ohio	1880	Sept. 1	Aug. 31	6-21	[c]1,043,320
29	Oregon	1879-'80	Mar. 3	Mar. 2	4-20	59,615
30	Pennsylvania	1879-'80	June —	June —	6-21	[g]1,370,000
31	Rhode Island	1879-'80	May 1	Apr. 30	5-15	52,273
32	South Carolina	1880	Nov. 1	.....	6-16	[d]228,128
33	Tennessee	1879-'80	Sept. 1	Aug. 31	6-21	544,862
34	Texas	1879-'80	Sept. 1	Aug. 31	8-14	230,527
35	Vermont	1879-'80	Apr. 1	Mar. 31	5-20	92,831
36	Virginia	1880	Aug. 1	July 31	5-21	555,807
37	West Virginia	1879-'80	Sept. 1	Aug. 31	6-21	210,113
38	Wisconsin	1880	Sept. 1	Aug. 31	4-20	483,229
39	Arizona	1880	Jan. 1	Dec. 31	6-21	7,146
40	Dakota	[m]1879-'80	Apr. 1	Mar. 31	5-21	12,030
41	District of Columbia	1879-'80	July 1	June 30	6-17	43,556
42	Idaho	1879-'80	.....	.....	5-21	.....
43	Montana	1880	Sept. 1	Aug. 31	4-21	7,070
44	New Mexico	1875	Jan. 1	Dec. 31	7-18	[g]38,200
45	Utah	1880	July 1	June 30	6-18	40,672
46	Washington	1878-'79	Sept. 1	Aug. 31	5-21	24,223
47	Wyoming	1879	.....	.....	7-21	.....
48	Indian:					
	Cherokees	1880	.....	.....	.....	5,413
	Chickasaws	1880	.....	.....	.....	.....
	Choctaws	1880	.....	.....	.....	2,600
	Creeks	1880	.....	.....	.....	3,431
	Seminoles	1880	.....	.....	.....	.....

[a] Several counties made no report of sex.
[b] Number under 5 years of age.
[c] Estimated.
[d] For the winter term.
[e] In 1879.
[f] For colored population the school age is from 6-16.
[g] Estimated by the Bureau.

the school population, enrolment, attendance, duration of schools, number and pay of teachers, United States Bureau of Education.

SCHOOL POPULATION.					PUBLIC SCHOOLS.			
SEX.								
Male.	Female.	Number under 6 years of age.	Number over 16 years of age.	Number between 6 and 16 years of age.	Number of pupils enrolled during school year.	Average monthly enrolment.	Average daily attendance.	
7	8	9	10	11	12	13	14	
					179, 490		117, 978	1
					70, 972			2
a116, 612	a108, 168				158, 765	110, 279	100, 966	3
109, 084	106, 894	387, 635	8, 597	26, 969	22, 119		12, 618	4
16, 565	17, 001			a116, 800	119, 694		d78, 421	5
		c23, 375			27, 822			6
					39, 315		27, 046	7
c222, 150	c211, 294				236, 533		145, 190	8
512, 871	497, 980				704, 041		431, 638	9
361, 923	341, 635				511, 282		321, 659	10
290, 353	287, 203	c73, 408	c137, 792	c375, 356	426, 057		259, 836	11
175, 159	165, 488	26, 867	58, 827	254, 953	231, 494		137, 667	12
					265, 581		c193, 874	13
					68, 440		45, 626	14
147, 798	126, 047				149, 827		103, 113	15
					162, 431		85, 778	16
					306, 777		A233, 127	17
					362, 556		c213, 898	18
					180, 248		c117, 161	19
					236, 704	184, 888	156, 761	20
					476, 376		c219, 132	21
72, 898	69, 450				92, 549		c60, 156	22
5, 223	5, 369				9, 045		5, 401	23
					64, 341		48, 966	24
163, 021	167, 664	26, 254	23, 148	281, 283	204, 961	125, 059	115, 194	25
					1, 031, 593		573, 089	26
235, 461	223, 863				225, 606		147, 802	27
e534, 719	e508, 601		e273, 250	e770, 070	747, 138	585, 335	476, 279	28
					97, 533		27, 435	29
					937, 310		601, 627	30
26, 463	25, 810				h44, 780	h32, 958	h29, 065	31
f117, 514	f110, 614			h228, 128	134, 072			32
					200, 141		191, 461	33
					186, 786			34
					75, 238		48, 606	35
282, 528	273, 279	49, 911	121, 917	383, 979	220, 736	160, 510	128, 404	36
116, 356	99, 757		49, 721	160, 392	142, 850		91, 704	37
246, 083	237, 146				299, 258	298, 635	197, 510	38
					4, 212		2, 847	39
					8, 042		3, 170	40
20, 998	22, 560		2, 904	40, 654	26, 439	21, 600	20, 637	41
					6, 758			42
3, 739	3, 331				3, 970		2, 506	43
					5, 151			44
20, 884	19, 788				24, 326		17, 178	45
13, 486	10, 737	86, 953			14, 032		9, 585	46
					2, 090		1, 287	47
								48
					3, 048		1, 845	
					c650		c426	
					e1, 400		ce921	
					c800		ce582	
					c200		c170	

h Average attendance.
c In 1878.
j In 1873.
d Includes evening school reports.
l In 1877.
e This report is only approximately correct, many counties omitting to make returns to the territorial superintendent.

TABLE 1.—PART 1.—*Statistics of the school systems of the States and Territories, show*

	States and Territories.	PUBLIC SCHOOLS.			SCHOOLS OTHER THAN PUBLIC.			
		Number of school rooms exclusive of those used only for recitation.	Number of school rooms used exclusively for recitation.	Average duration of school in days.	Schools corresponding to public schools below high schools.		Schools corresponding to public high schools.	
					Pupils.		Pupils.	
					Male.	Female.	Male.	Female.
	1	15	16	17	18	19	20	21
1	Alabama			80				
2	Arkansas							
3	California			146.6		(c14, 953)		
4	Colorado			d89				
5	Connecticut	2, 594		179.02		(f13, 900)		
6	Delaware	g512	g150	g158				
7	Florida							
8	Georgia					(c48, 452)		
9	Illinois			150		(60, 440)		
10	Indiana	d13, 111	d338	136		(d12, 112)		
11	Iowa	12, 790		148		(12, 724)		
12	Kansas	5, 819	81	121	d2, 786	d3, 337	44	18
13	Kentucky			102				
14	Louisiana			118		(d34, 404)		
15	Maine			120				
16	Maryland			m176				
17	Massachusetts			177		(26, 289)		
18	Michigan			141		(18, 854)		
19	Minnesota			94				
20	Mississippi			77.5				
21	Missouri	d9, 000		d100				
22	Nebraska	2, 984	36	109				
23	Nevada			142.8		(o970)		
24	New Hampshire			105.3		(d3, 066)		
25	New Jersey	3, 425	61	192	19, 939	22, 379	585	627
26	New York			179		(p139, 476)		
27	North Carolina			84				
28	Ohio	16, 247		150	13, 476	14, 057	581	536
29	Oregon			82.6	(2, 356)		(1, 338)	
30	Pennsylvania			147		(dq24, 066)		
31	Rhode Island	824	65	r184	f3, 385	f2, 620	f795	f676
32	South Carolina			77				
33	Tennessee			68		(41, 068)		
34	Texas			m73				
35	Vermont			125				
36	Virginia			113	10, 291	10, 906	1, 772	2, 723
37	West Virginia			90				
38	Wisconsin			162.5		(25, 938)		
39	Arizona	101		109				
40	Dakota	237		88				
41	District of Columbia	363	11	193		(f5, 000)		
42	Idaho							
43	Montana	153	2	98		(211)		
44	New Mexico			152		(1, 259)		
45	Utah			128				
46	Washington	531	14	87.5	86	95	167	169
47	Wyoming							
48	Indian:							
	Cherokees							
	Chickasaws							
	Choctaws							
	Creeks							
	Seminoles							

a For white teachers; for colored teachers the average salary is $23.62.
b In 1878.
c In private schools of all grades.
d In 1879.
e In ungraded schools; in graded schools the average salary of men is $101.75 of women, $54.80.
f Estimated.
g For white schools only.
h Includes 58 colored teachers; sex not reported.
i Private schools in public buildings.
j In cities and towns organized as one district the average salary of men is $98; of women, $43.
k Exclusive of New Orleans private schools.
l Number of males employed in winter; number of females employed in summer.
m In the counties.

ing the school population, enrolment, attendance, duration of schools, &c.—Continued.

SCHOOLS OTHER THAN PUBLIC.								
Teachers in said schools in all grades.		Whole number of teachers employed in public schools during the year.			Number of teachers necessary to supply the public schools.	Average salary of teachers per month in public schools.		
Teachers.								
Male.	Female.	Male.	Female.	Total.		Male.	Female.	
22	23	24	25	26	27	28	29	
.....	.....	2,944	1,671	4,615	.....	(a)$20 96)		1
.....	.....	1,432	395	1,827	.....	b$50 00	b$40 00	2
.....	.....	1,208	2,387	3,595	.....	80 26	64 73	3
.....	.....	247	431	678	.....	c42 84	c40 87	4
(f512)		f746	f2,354	f3,100	2,771	56 43	35 45	5
.....	.....	g249	g287	h594	g500	g30 83	g24 79	6
.....	.....	675	420	1,095	.....	(b40 00)		7
(c1, 680)		(6,000)		6,000	.....	50 00	30 00	8
622	875	8,834	13,421	22,255	18,000	41 92	31 80	9
(592)		7,802	5,776	13,578	.....	37 20	35 20	10
(474)		7,254	14,344	21,598	13,199	31 16	26 28	11
(979)		3,506	4,274	7,780	6,889	32 47	25 98	12
.....	.....	4,418	2,346	6,764	.....	(i21 75)		13
(d4247)		(2,025)		2,025	.....	(27 50)		14
.....	.....	k2,325	k4,609	6,934	7,000	32 97	21 68	15
.....	.....	1,330	1,795	3,125	2,966	(41 06)		16
.....	.....	1,133	7,462	8,595	7,264	67 54	30 59	17
221	483	4,672	9,277	13,949	.....	37 28	25 73	18
.....	.....	1,874	3,341	5,215	.....	35 29	27 52	19
.....	.....	3,411	2,158	5,569	5,569	(30 05)		20
.....	.....	6,958	4,379	10,447	.....	dn35 00	dn30 00	21
.....	.....	1,670	2,430	4,100	f3,105	36 12	31 92	22
.....	.....	92	105	197	.....	101 47	77 00	23
.....	.....	580	2,880	3,460	.....	34 12	22 23	24
211	361	991	2,486	3,477	3,486	55 82	32 90	25
.....	.....	7,992	22,738	30,730	20,500	(41 40)		26
.....	.....	3,040	1,090	4,130	6,392	(21 75)		27
136	156	11,326	12,358	23,684	16,627	56 00	39 00	28
76	136	635	679	l, 314	1,200	44 19	33 38	29
(dq947)		9,732	11,643	21,375	.....	32 36	28 42	30
f98	f110	s294	s1,001	s1,295	s1,057	70 24	42 99	31
.....	.....	1,887	1,284	3,171	.....	25 24	23 89	32
(1,665)		4,707	1,247	5,954	.....	(26 66)		33
.....	.....	3,083	1,278	4,361	.....	(t)	(t)	34
.....	.....	725	3,601	4,326	.....	27 84	17 44	35
477	1,132	3,009	1,864	4,873	.....	29 20	24 65	36
.....	.....	3,104	1,030	4,134	.....	(28 19)		37
(804)		2,918	7,197	10,115	6,961	u37 14	u24 91	38
.....	.....	48	53	101	.....	83 00	70 00	39
.....	.....	134	152	286	f800	26 70	21 90	40
.....	.....	34	399	433	.....	90 16	62 24	41
.....	.....	(v160)		v160	160	85 00	.....	42
.....	.....	62	99	161	161	71 64	56 41	43
41	40	132	15	147	.....	.....	.....	44
.....	.....	282	235	517	.....	b35 00	b22 00	45
13	18	236	324	560	524	41 14	33 34	46
.....	.....	20	29	49	.....	(55 94)		47
.....	.....	.....	.....	}	{	.....	.....	48
.....	.....	.....	.....	}	{	.....	.....	
.....	.....	.....	.....	} w196	{	d50 00	d50 00	
.....	.....	.....	.....	}	{	d50 00	d50 00	

a In graded schools the average salary of men was $37; of women, $40.
b Number between the ages of 6 and 18 attending private schools.
c In academies and private schools.
d Exclusive of Philadelphia.
e In evening schools, 61.
f Includes evening school reports.
g In the counties the average salary of white male teachers is $34; of white females, $28; in the cities the salaries are respectively $47 and $37; for colored males in the counties, $29; for colored females, $26; in the cities respectively, $33 and $62.
h In the counties; in the independent cities the average salary of males is $35.74; of females, $35.66.
i Number necessary to supply the schools; actual number of schools, 155.
w In 1877.

TABLE I.—PART 2.—*Statistics of the school systems of the States*

	States and Territories.	ANNUAL INCOME.			
		From State tax.	From local tax.	Total from taxation.	Interest on permanent fund, including rents of school lands.
	1	30	31	32	33
1	Alabama	$130,000	a$120,000	$250,000	$138,013
2	Arkansas	b111,605	77,475	189,080	
3	California	1,318,209	1,393,572	2,711,781	180,909
4	Colorado		g336,333	g336,333	
5	Connecticut	210,353	1,066,314	1,276,667	112,188
6	Delaware		154,406	154,406	26,607
7	Florida	(104,530)		104,530	b17,982
8	Georgia	345,790	125,239	471,029	
9	Illinois	1,000,000	5,735,478	6,735,478	593,119
10	Indiana				
11	Iowa	0	4,227,300	4,227,300	282,902
12	Kansas	0	1,276,786	1,276,786	454,608
13	Kentucky	535,354	379,538	914,892	114,173
14	Louisiana	356,000		A450,000	30,320
15	Maine	224,565	596,295	820,860	27,995
16	Maryland	491,406	721,571	1,212,977	52,116
17	Massachusetts		4,372,286	4,372,286	138,016
18	Michigan		2,453,831	2,453,831	226,955
19	Minnesota	257,689	1,073,837	1,331,526	250,485
20	Mississippi		334,769	334,769	126,233
21	Missouri		2,163,330	h,163,330	f936,245
22	Nebraska	73,808	713,155	786,963	134,025
23	Nevada		73,546	73,546	b25,198
24	New Hampshire		518,052	518,052	22,339
25	New Jersey	1,017,785	724,413	1,742,198	100,000
26	New York	2,750,000	6,925,992	9,675,992	170,000
27	North Carolina	(314,719)		314,719	8,000
28	Ohio	1,558,207	5,155,879	6,714,086	245,745
29	Oregon	133,478	79,562	213,040	36,910
30	Pennsylvania		7,046,116	7,046,116	f1,000,000
31	Rhode Island	m80,800	m414,852	m495,652	12,448
32	South Carolina	(440,110)		440,110	
33	Tennessee			(698,776)	
34	Texas	b678,603			44,623
35	Vermont	113,173	304,318	417,491	
36	Virginia	596,516	665,459	1,261,975	84
37	West Virginia	212,753	490,432	703,185	15,329
38	Wisconsin	f25,000	2,198,580	2,223,580	184,499
39	Arizona				
40	Dakota		123,643	123,643	
41	District of Columbia		474,556	474,556	2,225
42	Idaho		48,017	48,017	
43	Montana		69,899	69,899	0
44	New Mexico				
45	Utah	63,041	43,337	106,378	
46	Washington	102,201	3,319	105,520	
47	Wyoming		7,056	7,056	
48	Indian:				
	Cherokees				
	Chickasaws				
	Choctaws				
	Creeks				
	Seminoles				

a From poll tax.
b State apportionment.
c Items not all reported.
d Includes expenditure for repairs.
e Includes balance on hand at close of last year.
f Paid out of the general fund of counties, and therefore not included in State expenditure.
g District tax, county fines, &c.

and Territories, showing the income, expenditure, &c.—Continued.

ANNUAL INCOME.			Increase of permanent fund in the school year.	ANNUAL EXPENDITURE.			
				Permanent.		Current.	
Revenue from other funds.	From other sources.	Total.		Sites, buildings, and furniture.	Libraries and apparatus.	Salaries of superintendents.	
34	35	36	37	38	39	40	
.....	.....	$388, 013	$5, 697	.....	.....	$11, 872	1
.....	$19, 508	c256, 190	.....	(d$16, 190)	.....	.....	2
.....	104, 825	e3, 573, 108	5, 000	$190, 270	$66, 389	f47, 286	3
$94, 938	53, 695	e522, 580	.....	115, 922	.....	.....	4
54, 855	37, 901	1, 481, 701	1, 695	87, 047	9, 447	28, 441	5
.....	2, 300	183, 313	.....	.....	.....	2, 300	6
.....	17, 218	139, 710	.....	.....	.....	8, 021	7
.....	.....	471, 029	.....	.....	.....	.....	8
0	508, 355	7, 836, 952	.....	682, 144	27, 551	.....	9
.....	.....	4, 402, 850	.....	410, 782	.....	.....	10
0	744, 066	5, 254, 268	22, 411	863, 726	16, 253	.....	11
.....	429, 113	2, 160, 507	215, 976	350, 209	29, 847	12, 178	12
.....	2, 500	1, 031, 565	4, 568	16, 698	.....	36, 074	13
.....	.....	480, 320	.....	.....	.....	.....	14
80, 663	109, 197	1, 047, 715	.....	74, 801	.....	23, 489	15
0	218, 769	1, 483, 862	0	148, 750	.....	34, 986	16
105, 207	7, 100	64, 822, 609	11, 346	d810, 586	.....	54, 920	17
.....	321, 246	3, 002, 032	118, 780	690, 238	35, 484	.....	18
.....	.....	1, 582, 011	398, 998	157, 897	.....	54, 500	19
.....	279, 034	740, 036	.....	.....	.....	9, 088	20
.....	151, 585	e4, 020, 860	.....	121, 511	16, 388	.....	21
.....	200, 807	1, 121, 795	997, 593	(193, 035)	.....	46, 274	22
.....	35, 819	e158, 947	.....	d48, 222	3, 683	.....	23
12, 401	9, 324	562, 116	.....	d38, 372	.....	14, 125	24
31, 267	54, 909	1, 928, 374	90, 612	186, 053	7, 946	34, 406	25
165, 000	401, 371	10, 412, 363	25, 000	1, 145, 831	30, 399	115, 400	26
.....	76, 571	399, 290	.....	16, 132	.....	15, 116	27
0	225, 589	k7, 185, 420	.....	798, 736	.....	98, 681	28
24, 109	29, 103	303, 162	.....	86, 425	618	7, 185	29
.....	.....	8, 046, 116	.....	952, 695	.....	79, 331	30
11, 372	m38, 979	m558, 451	1, 837	56, 570	768	9, 335	31
.....	.....	440, 110	.....	6, 005	7, 005	18, 612	32
.....	100, 441	799, 217	.....	41, 077	.....	17, 355	33
.....	35, 229	e891, 235	.....	27, 565	.....	12, 648	34
.....	.....	417, 491	.....	.....	.....	11, 239	35
.....	28, 229	1, 290, 288	40, 520	88, 882	2, 224	39, 210	36
6, 540	66, 038	791, 083	23, 915	72, 062	2, 047	9, 311	37
.....	289, 811	3, 697, 800	33, 851	223, 163	13, 680	59, 655	38
.....	.....	67, 028	.....	.....	.....	.....	39
.....	1, 260	124, 903	.....	41, 031	.....	.....	40
0	176	476, 957	0	46, 349	0	16, 860	41
288	3, 225	51, 520	.....	.....	.....	.....	42
0	8, 831	78, 730	.....	.....	.....	.....	43
.....	.....	25, 473	.....	.....	.....	.....	44
25, 816	.....	132, 194	.....	(25, 816)	.....	1, 500	45
.....	.....	105, 520	.....	14, 292	300	2, 883	46
.....	.....	7, 056	.....	.....	.....	.....	47
.....	.....	.....	.....	.....	.....	.....	48
.....	.....	n60, 803	.....	.....	.....	.....	
.....	.....	n58, 000	.....	.....	.....	.....	
.....	.....	n31, 700	.....	.....	.....	.....	
.....	.....	n28, 356	.....	.....	.....	.....	
.....	.....	n7, 500	.....	.....	.....	.....	

a Estimated.

c Total of reported items only, and probably not the whole income for school purposes.

f Includes revenue from other funds.

d $40,805 were obtained from the sale of bonds, making the total receipts $7,526,225.

k State appropriation.

m Includes income for evening schools.

n Total income not reported; amount given is that reported as expenditure which, it is stated, was derived from tribal funds.

TABLE I.—PART 2.—*Statistics of the school systems of the States*

	States and Territories.	ANNUAL EXPENDITURE.			
		Current.		Total.	Expenditure in the year per capita of the school population.
		Salaries of teachers.	Miscellaneous or contingent (includes fuel, light, rent, repairs, &c.).		
	1	41	42	43	44
1	Alabama	$362, 593	$1, 000	$375, 465	$0 96
2	Arkansas	192, 665	10, 347	*b*238, 056	
3	California	2, 207, 044	400, 868	2, 864, 571	*c*12 44
4	Colorado	186, 426	93, 179	395, 527	11 67
5	Connecticut	1, 011, 730	273, 710	1, 408, 375	9 39
6	Delaware	138, 819	64, 472	*d*207, 281	*e*6 39
7	Florida	97, 115	3, 557	*b*114, 895	
8	Georgia			*g*471, 029	1 08
9	Illinois	*h*4, 587, 015	2, 235, 232	7, 531, 942	6 70
10	Indiana	*i*3, 365, 046		*b*4, 491, 850	5 80
11	Iowa	*h*2, 901, 948	1, 139, 321	4, 921, 248	*j*8 17
12	Kansas	1, 088, 504	328, 589	1, 618, 387	5 33
13	Kentucky	736, 890	13, 828	803, 490	1 29
14	Louisiana			*k*480, 320	*c*1 59
15	Maine	(948, 080)		*m*1, 047, 681	4 56
16	Maryland	1, 141, 753	218, 878	1, 544, 367	5 00
17	Massachusetts	(*n*4, 491, 225)		5, 156, 731	*j*14 91
18	Michigan	1, 909, 941	474, 252	3, 109, 915	*c*5 70
19	Minnesota	993, 205	*n*500, 512	1, 706, 114	
20	Mississippi	660, 393		*o*830, 704	1 56
21	Missouri	2, 218, 637	678, 820	*b*3, 152, 178	
22	Nebraska	532, 304	366, 382	1, 137, 995	7 99
23	Nevada	83, 706	9, 580	*o*144, 245	
24	New Hampshire	414, 590	*p*98, 252	565, 339	
25	New Jersey	1, 446, 178	253, 791	1, 928, 374	3 23
26	New York	7, 638, 922	1, 481, 826	10, 412, 378	6 34
27	North Carolina	318, 453	3, 181	352, 882	96
28	Ohio	5, 017, 542	1, 254, 004	*q*7, 166, 963	6 15
29	Oregon	210, 429	9, 360	314, 017	5 27
30	Pennsylvania	4, 510, 197	1, 906, 799	7, 449, 013	
31	Rhode Island	*t*405, 605	*t*71, 422	*t*544, 200	9 03
32	South Carolina	287, 403	5, 604	324, 629	1 42
33	Tennessee	596, 680	69, 750	724, 862	
34	Texas	674, 869	38, 264	753, 346	
35	Vermont	360, 320	82, 726	454, 285	5 93
36	Virginia	714, 783	101, 010	946, 109	1 52
37	West Virginia	522, 483	110, 961	716, 864	3 01
38	Wisconsin	1, 568, 602	356, 582	2, 330, 772	4 65
39	Arizona			61, 172	*h*6 92
40	Dakota	64, 318	19, 134	124, 483	
41	District of Columbia	277, 012	104, 346	438, 567	9 06
42	Idaho	33, 844	4, 968	38, 812	
43	Montana			*s*59, 463	*c*11 51
44	New Mexico	15, 432	3, 458	18, 890	
45	Utah	100, 343	4, 535	132, 194	*l*2 33
46	Washington	94, 019	2, 885	114, 379	4 72
47	Wyoming	22, 120		22, 120	
48	Indian:				
	Cherokees			60, 803	
	Chickasaws			58, 000	
	Choctaws			31, 700	
	Creeks			28, 356	
	Seminoles			7, 500	

a Value of school-houses, furniture, and apparatus.
b Items not fully reported.
c In 1879.
d Includes $1,690 expended for colored schools outside of Wilmington.
e Does not include expenditure for books.
f For white schools only.
g Amount received from the State and from local taxation for the support of the public schools; this amount is largely supplemented by patrons.
h Includes salaries of superintendents.
i Exclusive of the value of normal school property.
j Estimated.
k The returns as to expenditure were not complete for the year 1880; the figure above given is simply the estimated income for school purposes.
l In 1878.

and Territories, showing the income, expenditure, &c.—Continued.

ANNUAL EXPENDITURE.							
Expenditure in the year per capita of pupils enrolled in public schools.	Expenditure in the year per capita of average attendance in public schools.	Expenditure in the year per capita of population between 6 and 16.	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property.	Amount of available school fund.	Amount of permanent school fund (including portion not now available).	Estimated real value of sites, buildings, and all other school property.	
45	46	47	48	49	50	51	
$2 09	$3 17	.....	.....	$2, 528, 950	.....	a$130, 067	1
.....	.....	.....	.....	c144, 875	c$190, 186	198, 608	2
c17 17	c27 35	.....	.....	2, 006, 800	2, 104, 465	6, 914, 303	3
17 80	31 38	$14 60	.....	36, 000	.....	682, 410	4
11 01	17 91	11 28	.....	2, 021, 346	2, 021, 346	.....	5
c8 12	.....	.....	.....	448, 999	.....	f440, 788	6
.....	.....	.....	.....	246, 900	.....	132, 729	7
.....	.....	.....	.....	.....	.....	.....	8
1 99	3 31	.....	.....	9, 049, 302	9, 049, 302	615, 875, 566	9
9 61	15 68	.....	.....	.....	9, 065, 255	11, 817, 955	10
7 96	12 72	.....	.....	3, 484, 411	.....	9, 432, 350	11
f11 25	f18 45	f12 77	f$14 14	2, 297, 590	11, 815, 519	4, 633, 044	12
7 85	13 20	7 67	8 00	.....	1, 755, 682	2, 188, 407	13
3 85	5 97	.....	.....	.....	1, 130, 867	1700, 000	14
c6 74	.....	.....	.....	438, 287	.....	2, 905, 131	15
6 53	9 48	.....	.....	906, 229	.....	.....	16
8 64	16 37	.....	.....	2, 086, 886	.....	.....	17
f14 93	f19 68	.....	.....	2, 880, 942	3, 340, 949	10, 000, 000	18
c6 70	.....	.....	.....	4, 449, 728	15, 000, 000	3, 156, 210	19
c8 11	.....	.....	.....	c815, 229	.....	.....	20
c8 42	.....	.....	.....	8, 950, 806	.....	7, 353, 401	21
2 70	4 01	.....	.....	3, 323, 217	j20, 754, 810	2, 064, 768	22
.....	.....	.....	.....	415, 000	.....	275, 274	23
.....	.....	.....	.....	.....	.....	2, 329, 913	24
12 29	18 91	.....	.....	1, 454, 007	2, 515, 785	6, 244, 139	25
.....	.....	.....	.....	q7, 265, 807	.....	30, 747, 509	26
9 48	16 82	6 21	8 08	200, 000	r531, 555	179, 561	27
10 09	18 16	.....	.....	.....	.....	21, 851, 718	28
1 12	2 34	.....	.....	c562, 630	.....	567, 863	29
8 59	13 47	8 33	9 97	.....	.....	25, 467, 097	30
8 37	11 44	.....	.....	240, 376	266, 950	1, 894, 122	31
f7 61	f11 81	.....	.....	.....	.....	351, 016	32
11 63	17 35	.....	.....	u2, 512, 500	u2, 512, 500	1, 066, 995	33
2 42	.....	.....	.....	.....	£3, 385, 571	.....	34
.....	.....	.....	.....	.....	.....	.....	35
.....	.....	.....	.....	c669, 087	.....	.....	36
.....	9 18	.....	.....	42, 920	1, 468, 765	1, 177, 545	37
3 82	6 57	2 20	2 38	423, 989	423, 989	1, 670, 535	38
4 43	6 90	.....	.....	2, 747, 844	2, 995, 112	5, 303, 298	39
7 51	11 37	9 79	11 33	.....	.....	113, 074	40
$8 00	£24 03	.....	.....	.....	.....	c133, 952	41
.....	.....	.....	.....	60, 385	60, 385	1, 206, 355	42
14 87	19 14	9 74	11 52	.....	.....	.....	43
.....	.....	.....	.....	.....	.....	118, 912	44
c17 07	c24 15	.....	.....	.....	.....	.....	45
.....	.....	.....	.....	.....	.....	372, 723	46
£5 25	£7 63	£3 33	.....	.....	.....	220, 405	47
8 15	$11 92	.....	.....	.....	.....	51, 675	48
.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	w799, 399	.....	.....	
.....	.....	.....	.....	x1, 306, 696	.....	.....	
.....	.....	.....	.....	w503, 162	.....	.....	
.....	.....	.....	.....	z875, 168	.....	.....	
.....	.....	.....	.....	150, 000	.....	.....	

a So reported, though the items given amount to $1,048,386.
b Includes expenditure for apparatus and books.
c So reported, though the items given amount to $145,191.
d Includes amount paid for interest or to cancel debt.
e Includes the United States deposit fund, as reported in 1878, amounting to $4,014,521.
f Exclusive of large quantities of swamp lands.
g There was also paid $537,486 for interest on and redemption of bonds, making the grand total expenditure $7,704,449.
h Includes expenditure for evening schools.
i In 1877.
j Total apportioned.
w Including other tribal funds; the income thus derived is augmented from other sources when necessary. z National fund, part of the interest of which is used for school purposes.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880; from replies to inquiries by the United States Bureau of Education.*

	City.	Superintendent	Total population (census of 1880).	School population.				Number enrolled in public schools.			Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
				Legal school age.	Number under 8 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 8 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.			
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Mobile, Ala*	E. R. Dickson	29,132	7-21	.....	.....	.....	.....	.....	4,659	.....	172	172
2	Selma, Ala	Hugh S. D. Mallory	7,529	7-21	.....	.....	1,757	.....	.....	882	.....	.....	.....
3	Little Rock, Ark	J. M. Fish	13,185	6-21	.....	2,056	6,169	.....	127	2,503	400	180	170
4	Los Angeles, Cal*	Mrs. C. B. Jones	11,180	5-17	.....	.....	2,981	.....	.....	1,776	366	200	193
5	Oakland, Cal	H. J. Todd	34,556	5-17	.....	.....	8,108	.....	a136	5,828	800	206	202
6	Sacramento, Cal*	F. L. Landes	21,420	5-17	.....	.....	4,943	.....	.....	3,895	4,800	200	194
7	San Francisco, Cal	John W. Taylor	233,953	6-17	.....	3,479	53,892	0	2,119	38,320	6,652	211	211
8	Stockton, Cal	S. P. Crawford	10,287	5-17	.....	.....	2,182	.....	485	2,031	117	200	198
9	Denver, Colo. (¼ of city)	Aaron Gove	35,629	6-21	.....	.....	5,700	.....	.....	3,210	500	190	186
10	Bridgeport, Conn	H. M. Harrington	29,148	4-16	.....	.....	6,641	.....	131	5,114	525	210	199
11	Danbury, Conn	W. F. Taylor	11,669	4-16	.....	.....	2,588	.....	.....	2,271	124	.....	.....
12	Greenwich, Conn	Myron L. Mason, secretary	7,892	4-16	.....	.....	1,887	.....	.....	1,552	143	.....	.....
13	Hartford, Conn	John Henry Brocklesby, acting visitor	42,553	4-16	.....	.....	9,652	.....	.....	7,612	1,706	.....	.....
14	Meriden, Conn	J. H. Chapin	18,340	4-16	398	.....	4,179	.....	.....	3,148	700	200	194
15	New Britain, Conn*	Charles Northend, acting visitor	13,978	4-16	.....	.....	3,118	.....	.....	2,342	470	b190	.....
16	New Haven, Conn	Ariel Parish	62,882	4-16	2,453	.....	13,897	.....	.....	.....	*1,500	200	198
17	New London, Conn*	Ralph Wheeler, acting visitor	10,529	4-16	.....	.....	2,037	.....	.....	1,963	40	b200	.....
18	Norwalk, Conn*	Dr. M. B. Pardee	13,956	4-16	.....	.....	3,141	.....	.....	2,575	139	b203	.....
19	Norwich, Conn*e	N. L. Bishop, principal	21,141	4-16	257	.....	1,507	243	23	1,211	140	200	196
20	Stamford, Conn	W. H. Woodbury, secretary	11,298	4-16	.....	.....	2,549	.....	.....	1,666	626	.....	.....
21	Waterbury, Conn	E. A. Lum, secretary	20,269	4-16	.....	.....	4,338	.....	.....	3,506	300	.....	.....
22	Wilmington, Del	David W. Harlan	42,499	6-21	.....	.....	.....	0	227	d6,963	.....	207	200
23	Jacksonville, Fla*	Albert J. Russell	7,648	6-21	.....	.....	1,011	.....	.....	806	.....	178	166
24	Key West, Fla*e	J. V. Harris	f9,890	6-21	.....	1,138	3,415	100	100	1,168	500	240	165
25	Atlanta, Ga	W. F. Slaton	37,409	6-18	.....	.....	10,500	.....	.....	4,100	1,000	200	175
26	Augusta, Ga	B. Neely	23,023	6-18	.....	.....	9,366	.....	.....	4,027	1,236	.....	183
27	Columbus, Ga	George M. Dews	10,123	6-18	.....	.....	g2,863	.....	15	1,359	200	195	182
28	Macon, GaA	B. M. Zettler	f12,748	6-18	.....	.....	7,909	.....	.....	3,349	300	180	177
29	Belleville, Ill	Henry Raab	10,682	6-21	.....	.....	g4,532	0	.....	1,961	700	210	197
30	Chicago, Ill	George P. Howland	503,305	6-21	0	39,854	137,035	0	1,328	59,562	22,000	200	198
31	Danville, Ill	J. W. Layne	7,735	6-21	.....	.....	2,030	0	.....	1,860	355	200	192

29	Belleville, Ill	Henry Raab	10,682	6-21			4,532	0		1,961		700	210	197
30	Chicago, Ill	George P. Howland	503,305	6-21	0	39,854	137,035	0	1,328	50,562	22,600	200	199
31	Danville, Ill	J. W. Layne	7,735	6-21			2,030	0		1,080		255	200	182
32	Decatur, Ill*	E. A. Gastman, clerk	9,548	6-21			3,456			1,780				
33	Elgin, Ill	W. H. Brydges	6,780	6-21			2,546	0		1,320	546	200	196
34	Freeport, Ill*	Charles C. Snyder	6,516	5-21						1,750	200	200	197
35	Galesburg, Ill	M. Andrews	11,446	6-21		1,431	4,254	0	108	2,035		180	175
36	Jacksonville, Ill*	D. H. Harris	10,928	6-21		1,360	3,700		218	1,868	600	190	188
37	Joliet, Ill	Charles A. Hill, president	11,659	6-21			3,600				676	200	197
38	Ottawa, Ill*	D. R. A. Thorp, acting	7,834	6-21			3,168			1,737		200	197
39	Peoria, Ill	Newton C. Dougherty	29,319	6-21		2,640	9,670			4,761	1,677	200	195
40	Quincy, Ill	T. W. Macfall	27,275	6-21		2,859	9,541		63	3,723	1,800	200	197
41	Rockford, Ill	A. W. McPherson W. W. Sietson	12,136	6-21			3,884			2,105	500	200	196
42	Rock Island, Ill	J. F. Everett	11,661	6-21		1,142	3,426		175	2,166	410	180	178
43	Springfield, Ill*	Andrew M. Brooks	19,746	6-21						2,776			
44	Fort Wayne, Ind	John S Irwin	26,880	6-21		4,002	13,539		157	3,541	3,000	195	192
45	Indianapolis, Ind	H. S. Tarbell	75,074	6-21	0	6,874	26,789	0	410	13,936	*1,597	200	194
46	Logansport, Ind	John K. Waltz	11,198	6-21	0	917	3,673	0	72	1,795	745	200	194
47	Madison, Ind*	Thomas V. Dodd	8,945	6-21			5,400			1,745	1,000	200	200
48	Richmond, Ind	John Cooper	12,743	6-21			4,845			2,219	665		
49	South Bend, Ind	James Du Shane	13,279	6-21			4,267	0		1,936	*600	180	178
50	Terre Haute, Ind	William H. Wiley	26,040	6-21	0		8,096	0		4,138	972	200	195
51	Vincennes, Ind*	R. A. Townsend	7,680	6-21			2,326			1,187	594	200	197
52	Burlington, Iowa*	R. G. Saunderson	19,450	5-21	1,125	930	6,350	578	102	3,339	1,200	200	194
53	Clinton, Iowa	Henry Sabin	9,052	5-21			3,200	175	47	1,749	350	190	188
54	Council Bluffs, Iowa	George L. Farnham	18,059	5-21			5,662			1,807	200	200	195
55	Davenport, Iowa	J. B. Young	21,834	5-21			9,245	408	172	4,497		200	190
56	Des Moines, west side, Iowa	L. W. Parish	22,408	5-21			3,576	152	37	2,322	600	190	184
57	Dubuque, Iowa	Thomas Hardie, secretary	22,254	5-21			9,476	220	185	3,686	1,750	200	196
58	Keokuk, Iowa*	W. W. Jamieson	12,117	5-21			4,606			2,469	200	190	190
59	Ottumwa, Iowa	A. W. Stuart	9,004	5-21			2,500	200	50	1,600	150	190	189
60	Lawrence, Kans	E. Stanley	8,511	5-21			3,095			1,829	200	180	178
61	Leavenworth, Kans	Frank A. Fitzpatrick	16,550	5-21			6,257			3,060	883	180	179
62	Topeka, Kans*	W. H. Butterfield	15,451	5-21			2,816			1,935		180	180
63	Covington, Ky	Harvey Myers, clerk school board	29,720	6-20	0		10,094			3,279	3,000	198	
64	Lexington, Ky*	J. O. Harrison	16,656	b6-20			5,299			1,700	600	l195	l183
65	Louisville, Ky	George H. Tingley, jr	123,758	6-20			46,587			19,990		215	204
66	Newport, Ky	Alva T. Wilce	20,433	6-20	0		6,780	0	20	2,692		208	204
67	Paducah, Ky	D. C. Culley	8,036	6-21	0	m548	m1,980	0	m33	m882	300	220	213
68	New Orleans, La	William O. Rogers	216,140	6-18			56,947	23	180	17,886	*12,000	208	183
69	Auburn, Me	N. I. Jordan, secretary school committee	9,556	4-21			3,078	400	100	2,500		180	174
70	Augusta, Me	G. T. Fletcher	8,606	4-21			2,233			1,200	100		
71	Bangor, Me	S. P. Bradbury, school agent	16,857	5-21	172		5,479	172		3,120	*300	204	188
72	Biddeford, Me	N. B. Walker	12,652	4-21			3,911			2,380	200	195	
73	Lewiston, Me*	Abner J. Phipps	19,083	4-21	667	1,956	5,974	499	216	3,282	200	187.5	(n)
74	Portland, Me	Thomas Tash	33,810	4-21	1,604	2,846	10,660	715	335	6,708	1,330	200	200

* From Report of the Commissioner of Education for 1879.
a Estimated.
b Average duration of school in days.
c The report here given, exclusive of population, is for the central school district only, which comprises about one-half of the city.
d In day schools only.
e Including Monroe County.
f For the city only.
g Census of 1878.
h Including Bibb County.
i For the entire city.
k For colored children, 6–16.
l In colored schools, 172 and 160.
m Whites only.
n Rural schools, 167 days; primary and intermediate, 180; grammar, 184; high, 181.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&c.*—Continued.

	City.	Superintendent.	Total population (census of 1880).	School population.				Number enrolled in public schools.					
				Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.	Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
	1	2	3	4	5	6	7	8	9	10	11	12	13
75	Rockland, Me	F. W. Smith, secretary school board	7,589	4–21	.....	.....	2,168	.....	.....	1,336	0	140	138
76	Baltimore, Md	Henry E. Shepherd	332,190	6–21	.....	.....	86,961	.....	.....	48,066	*14,000	186	180
77	Cumberland, Md*a	J. W. S. Cochrane, secretary	b10,693	6–21	.....	.....	8,000	.....	.....	6,683	.....	135	.....
78	Frederick, Md*	Daniel T. Lakin, secretary	8,659	6–20	.....	.....	.....	.....	.....	1,234	300	154	154
79	Boston, Mass	Edwin P. Seaver	362,535	5–15	.....	.....	87,703	.....	.....	59,766	*8,722	206	203
80	Brockton, Mass		13,608	5–15	.....	.....	2,278	.....	.....	2,431	0	200	197
81	Brookline, Mass*	D. H. Daniels	6,053	5–15	.....	.....	1,303	.....	.....	1,473	.....	200	.....
82	Cambridge, Mass	Francis Cogswell	52,740	5–15	.....	.....	9,290	.....	.....	8,537	1,748	200	197
83	Chelsea, Mass*	J. Kimball	21,785	5–15	.....	.....	3,813	.....	.....	3,901	443	.....	.....
84	Chicopee, Mass	J. T. Clarke	11,325	5–15	.....	.....	2,186	.....	.....	1,657	1,030	200	196
85	Fitchburg, Mass	Joseph G. Edgerly	12,405	5–15	287	0	2,344	.....	.....	c2,625	30	195	190
86	Gloucester, Mass	L. H. Marvel	19,329	5–15	542	.....	4,008	542	69	4,126	35	200	200
87	Haverhill, Mass	Charles H. Poor, secretary	18,475	5–15	.....	.....	3,600	.....	.....	3,323	125	d200	198
88	Holyoke, Mass	Edwin L. Kirtland	21,851	5–15	.....	.....	4,267	292	94	c3,163	1,566	200	198.5
89	Lawrence, Mass	John L. Brewster	39,178	5–15	600	.....	6,865	200	200	4,800	1,200	200	.....
90	Lowell, Mass	Charles Morrill	59,485	5–15	.....	.....	9,121	.....	.....	12,211	700	.....	.....
91	Lynn, Mass*	O. B. Bruce	38,284	5–15	1,026	.....	5,792	.....	.....	6,183	115	205	205
92	Malden, Mass	W. H. Lambert	12,017	5–15	400	.....	2,082	210	125	2,731	154	205	201
93	Marlborough, Mass	W. D. Burdett, chairman school board	10,126	5–15	.....	.....	2,121	.....	.....	2,207	300	180	178
94	Milford, Mass*	John W. Simonds	9,310	5–15	.....	.....	2,138	.....	.....	2,349	90	.....	.....
95	New Bedford, Mass*	Henry F. Harrington	26,875	5–15	.....	.....	e4,208	.....	.....	4,500	230	.....	.....
96	Newburyport, Mass*	N. N. Withington, secretary school committee	13,537	5–15	.....	.....	2,461	.....	.....	2,295	193	.....	.....
97	Newton, Mass	E. Hunt	16,995	5–15	.....	.....	3,182	.....	.....	3,397	150	200	195
98	Northampton, Mass	George B. Drury	12,172	5–15	.....	.....	2,089	.....	.....	2,176	160	f165	f160
99	Pittsfield, Mass	W. B. Rice	13,367	5–15	283	.....	2,521	330	127	2,716	175	190	188
100	Quincy, Mass*	Sylvester Brown	10,529	5–15	.....	.....	1,900	.....	.....	1,910	54	200	197
101	Salem, Mass*	Aug. D. Small	27,598	5–15	.....	.....	4,673	.....	.....	3,858	950	205	205
102	Somerville, Mass	J. H. Davis	24,965	5–15	.....	.....	5,054	.....	.....	5,540	540	200	188
103	Springfield, Mass	A. P. Stone	33,340	5–15	644	.....	5,865	.....	.....	6,292	475	200	200
104	Taunton, Mass	W. W. Waterman	21,218	5–15	283	.....	3,464	.....	.....	c3,568	113	195	195
105	Waltham, Mass	J. T. Prince	11,711	5–15	287	.....	2,149	222	110	2,266	102	200	195

102	Somerville, Mass	J. H. Travis	24,933	5-15			5,004				5,346	240	200	198
103	Springfield, Mass	A. P. Stone	33,340	5-15	644		5,965				6,292	475	200	200
104	Taunton, Mass	W. W. Waterman	21,213	5-15	283		3,464			c3,568	113	195	195	
105	Waltham, Mass	J. T. Prince	11,711	5-15	287		2,146	322	110	2,368	102	200	195	
106	Weymouth, Mass*		10,071	5-15			2,012			2,102	40			
107	Woburn, Mass	E. H. Davis	10,933	5-15	275		2,399	234	67	2,250	50	200	200	
108	Worcester, Mass	A. P. Marble	58,295	5-15	1,575		10,988	1,359	691	c10,887	1,000	200	199	
109	Adrian, Mich	W. J. Cocker, A. M	7,849	5-20						1,393				
110	Ann Arbor, Mich	W. S. Perry	8,061	5-20	203	609	2,483	88	420	1,877	200	200	198	
111	Bay City, Mich*	I. W. Morley	20,693	5-20			4,211	612	160	2,814	540	200	194	
112	Detroit, Mich	John M. B. Sill	116,342	5-20			39,467	0	419	15,719	6,514	200	196	
113	East Saginaw, Mich	Joseph C. Jones	19,016	5-20	495	1,232	5,885	0	75	3,011	476	200	178	
114	Flint, Mich*	T. W. Crissey	8,410	5-20			2,441			1,623	250	200	196	
115	Grand Rapids, Mich	A. J. Daniels	32,015	5-20	1,214	1,943	9,784	356	318	c5,380	1,000	200	195	
116	Muskegon, Mich	C. L. Houseman	11,262	5-20			3,807			1,786	500	200	197	
117	Port Huron, Mich		8,883	5-20								200	197	
118	Saginaw, Mich	C. B. Thomas	10,525	5-20			3,245		48	1,776	500	200	195	
119	Minneapolis, Minn	O. V. Tousley	46,887	6-21		5,640	12,806	720	352	6,142	1,000	200	194	
120	St. Paul, Minn	B. F. Wright	41,498	6-21				0	125	4,338	1,800	200	198	
121	Stillwater, Minn	E. P. Frost	9,054	5-21				40	90	1,006	600	180	176	
122	Winona, Minn	William F. Phelps	10,208	5-21				184	115	1,713	500	200	198	
123	Vicksburg, Miss*	R. D. Howe	11,814	5-21			3,000			1,196				
124	Hannibal, Mo*	W. H. Ide, secretary	11,074	6-20	0	720	3,304		65	1,907	325	180	176	
125	Kansas City, Mo*	J. M. Greenwood	55,787	6-20			11,325			5,259		200	195	
126	St. Joseph, Mo	Edward B. Neely	52,461	6-20		1,557	8,908		189	3,820	730	200	198	
127	St. Louis, Mo	Edward H. Long	350,522	6-20		24,412	106,372		5,780	55,780	19,000	200	197	
128	Sedalia, Mo*	D. R. Cully	9,561	6-20		326	2,877				240	180	179	
129	Omaha, Nebr	George B. Lane	30,518	5-21	866	681	7,381	96	80	3,716	300	200	197	
130	Virginia City, Nev	William H. Hill, clerk school board	10,917	6-18		576	2,559			2,260	447	218	202	
131	Dover, N. H	Gilman C. Fisher	11,687	5-15	250		2,350	200	156	1,880	90	180	175	
132	Manchester, N. H	William E. Buck	82,630	5-15	A570		A4,774	399	306	4,350	2,100	190	188	
133	Nashua, N. H	S. Arthur Bent	13,397	5-15			c2,072	201	125	2,526	20	180	176	
134	Portsmouth, N. H	John Pender, secretary	9,690	5-	209	179	2,251	163	81	1,891	160	200	198	
135	Camden, N. J	H. L. Bonsall	41,659	5-18	A350	A511	A12,637	225	204	7,935	1,527	210	200	
136	Elizabeth, N. J	J. Aug. Dix	38,229	5-18			7,710	173	90	3,426	2,300	210	204	
137	Jersey City, N. J	William L. Dickinson	120,722	5-18			41,226			22,519	9,000	204	204	
138	Newark, N. J*	William N. Barringer	136,508	5-18			41,935			19,478	6,596	210	205	
139	New Brunswick, N. J	Henry B. Pierce	17,166	5-18	A472	A944	6,145	93	86	2,565	1,200	200	198	
140	Orange, N. J	U. W. Cutts	13,207	5-18			3,792			1,682	1,000	203	201	
141	Paterson, N. J	Esmond V. De Graff	51,031	5-18	1,269	921	13,672				*1,500	200	200	
142	Plainfield, N. J	C. H. Stillman	8,126	5-18			2,019			1,258	310			
143	Trenton, N. J	J. R. Encke	29,910	5-18			7,281	166	160	3,583	2,604	205	205	
144	Albany, N. Y	Charles W. Cole	90,903	5-21	4,225	11,178	35,411	1,182	546	14,049	4,841	210	203	
145	Auburn, N. Y	B. B. Snow	21,924	5-21	445	1,608	6,079	22	207	2,969	1,200	200	195	
146	Binghamton, N. Y	M. L. Hawley	17,315	5-21	359	1,328	4,837	263	232	3,147	575	210	205	
147	Brooklyn, N. Y	Thomas W. Field	566,689	5-21			A181,083			96,110	50,000	205	205	
148	Buffalo, N. Y	Christopher G. Fox	155,137	5-21			A56,000			18,606	9,628	201	199	
149	Cohoes, N. Y	A. J. Robb	19,418	5-21			7,991	1,008	58	2,674	500	205	204	
150	Elmira, N. Y	C. B. Tompkins	20,541	5-21	851	1,793	6,717	886	519	4,253	300	197	196	
151	Hornellsville, N. Y	D. L. Freeborn	8,195	5-21			2,439	70	101	1,433	350	198	197	
152	Hudson, N. Y		8,670	5-21			2,975			1,158	700			
153	Ithaca, N. Y	Luther C. Foster	9,105	5-21			2,680			1,975	75	193	193	

* From Report of the Commissioner of Education for 1879.
a Includes Alleghany County.
b For the city only.
c In day schools only.
d In high school, 240 days.
e In 1878.
f In high school, 200 and 195.
g Exclusive of Gold Hill, a separate district.
A Estimated.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

	City.	Superintendent.	Total population (census of 1880).	School population.				Number enrolled in public schools.			Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
				Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.			
	1	2	3	4	5	6	7	8	9	10	11	12	13
154	Kingston, N. Y.a	Charles M. Ryon	26,780	5-21	221	744	2,704	189	118	1,889	197	210	200
155	Lockport, N. Y	Arthur A. Skinner	13,522	5-21	.....	.....	4,185	142	351	2,624	500	200	193
156	Long Island City, N. Y.a	Alanson Palmer	17,129	4-21	.....	.....	5,533	.....	.....	3,644	205	217	200
157	Newburgh, N. Y	R. V. K. Montfort	18,049	5-21	.....	.....	5,897	174	95	3,348	244	204	204
158	New York, N. Y	John Jasper	1,206,577	5-21	.....	.....	385,000	.....	.....	.....	45,000	204	204
159	Ogdensburg, N. Y	N. W. Howard	10,341	5-21	.....	.....	4,044	.....	.....	2,070	570	200	199
160	Oswego, N. Y	Virgil C. Douglas	21,117	5-21	.....	.....	8,677	.....	.....	3,919	1,249	198	197
161	Poughkeepsie, N. Y	Edward Burgess	20,207	5-21	c390	c1,807	c6,002	.....	.....	.....	712	204	201
162	Rochester, N. Y	C. N. Simmons	89,363	5-21	.....	.....	37,000	.....	.....	12,871	3,500	200	196
163	Rome, N. Y.a	O. C. Harrington	12,194	5-21	190	983	2,995	146	131	1,759	400	200	193
164	Saratoga Springs, N. Y	L. S. Packard	10,820	5-21	203	709	2,528	134	480	1,797	159	200	200
165	Schenectady, N. Y	.....	13,655	5-21	.....	.....	4,500	.....	.....	2,288	450	.....	.....
166	Syracuse, N. Y	Edward Smith	51,791	5-21	1,195	4,831	18,282	609	245	9,276	1,691	200	196
167	Troy, N. Y	David Beattie	56,748	5-21	1,258	4,691	18,464	895	132	8,944	1,200	201	201
168	Utica, N. Y	A. McMillan	33,913	5-21	b2,220	2,671	11,812	0	764	5,491	1,100	200	196
169	Watertown, N. Y	Fred Seymour	10,697	5-21	.....	.....	3,128	.....	.....	2,154	100	.....	.....
170	Wilmington, N. C.a	J. E. Sampson, clerk board of education	17,350	6-21	.....	.....	4,921	.....	.....	866	936	.....	144
171	Akron, Ohio	Samuel Findley	16,512	6-21	0	767	4,719	0	139	3,055	540	200	195
172	Canton, Ohio	J. H. Lehman	12,258	6-21	.....	1,037	3,761	.....	258	2,627	450	200	190
173	Cincinnati, Ohio	John B. Peaslee	255,130	6-21	.....	25,467	87,618	.....	3,163	34,577	16,435	225	205
174	Cleveland, Ohio	Andrew J. Rickoff	160,146	6-21	.....	10,445	49,256	.....	833	24,262	11,056	196	195
175	Columbus, Ohio	Robert W. Stevenson	51,665	6-21	.....	3,087	14,662	.....	.....	7,902	1,927	200	198
176	Dayton, Ohio	John Hancock	38,677	6-21	.....	.....	11,680	.....	.....	d5,902	1,701	.....	.....
177	Fremont, Ohio	W. W. Ross	8,451	6-21	.....	568	2,358	.....	.....	1,017	400	190	185
178	Hamilton, Ohio	Le Roy D. Brown	12,122	6-21	0	3,539	4,990	0	78	2,020	1,000	200	195
179	Ironton, Ohio	Charles F. Dean	8,857	6-21	0	714	2,720	0	.....	1,807	300	185	185
180	Mansfield, Ohio	John Simpson	9,859	6-21	.....	637	2,848	0	82	1,905	229	180	177
181	Newark, Ohio	J. C. Hartzler	9,602	6-21	.....	1,116	3,715	.....	118	1,854	280	180	180
182	Portsmouth, Ohio	W. M. Friesner	11,321	6-21	0	1,573	3,734	0	140	2,150	200	200	198
183	Sandusky, Ohio	Alston Ellis	15,838	6-21	.....	2,060	6,166	.....	104	2,649	800	200	198

184	Springfield, Ohio*	W. J. White	20,730	6-21		1,612	5,688		209	2,683	800	195	187
185	Steubenville, Ohio*	H. N. Merts	13,088	6-21		1,367	4,378		153	3,458	400	200	197
186	Tiffin, Ohio	J. W. Knott	7,879	6-21	0	350	2,944	0	103	1,315		200	191
187	Toledo, Ohio*	A. A. McDonald	50,143	6-21	0	3,144	14,898	0	373	7,615	2,000	200	195
188	Zanesville, Ohio*		18,113	6-21		1,709	5,497			3,103	600	200	
189	Portland, Oreg	T. H. Crawford	17,578	4-20			4,669			2,650	500	200	200
190	Allegheny, Pa	L. H. Durling	78,681	6-21						11,610	*3,500	193	193
191	Allentown, Pa	G. H. Desh	18,063	6-21			4,500			3,429	500	168	168
192	Altoona, Pa	D. S. Keith	19,716	6-21				0	70	2,712	900	198	182
193	Carbondale, Pa	D. N. Lathrop	7,714	6-21		b500	03,000		100	1,869	200	200	196
194	Chester, Pa		14,996	6-21				0	79	2,475	350	197	197
195	Danville, Pa	M. C. Horine	8,346	6-21					42	1,624	75	160	160
196	Easton, Pa*	W. W. Cottingham	11,924	6-21						2,348			
197	Erie, Pa	H. S. Jones	27,730	6-21		2,122	8,319		139	4,244	1,500	200	196
198	Harrisburg, Pa	L. O. Foose	30,762	6-21				0	133	5,473	425	204	204
199	Lebanon, Pa	J. T. Nitrauer	8,778	6-21		100	2,000		75	1,375	250	187	187
200	Meadville, Pa	Samuel P. Bates	8,860	6-21						1,800	200	180	173
201	New Castle, Pa*	Martin Gants	8,418	6-21						1,305	35		
202	Norristown, Pa	Jos. K. Gotwals	13,063	6-21		1,250	3,850	0	127	2,296		220	202
203	Philadelphia, Pa	Henry W. Halliwell, secretary	846,984	6-21						d105,541		207	207
204	Pittsburgh, Pa*	George J. Luckey	156,381	6-21						26,937	12,000		
205	Reading, Pa*	D. B. Brunner	43,280	6-21	0	500	8,100	0	200	7,000	800	215	195
206	Scranton, Pa	Joseph Roney	45,850	6-21		3,200	19,800		2,300	8,000	1,500	220	220
207	Shamokin, Pa	W. P. Harpel	8,184	6-21	0	1,000	3,300	0	25	1,653	300	198	186
208	Shenandoah, Pa	G. W. Bartch	10,148	6-21		b1,100	03,500		250	2,413		190	190
209	Titusville, Pa	R. M. Streeter	9,046	6-21				0	16	1,835		190	190
210	Williamsport, Pa	S. Transeau	18,984	6-21		b750	04,700	0	151	3,376	765	168	165
211	York, Pa	W. H. Shelley	13,940	6-21	0	135	2,635	0	35	2,435	200	198	176
212	Lincoln, R. I	James H. Lyon	13,765	5-15			2,963			2,200	277		
213	Newport, R. I	Thomas H. Clarke	15,693	5-16	572		3,419	151	60	2,580	555	198	195
214	Pawtucket, R. I	Andrew Jencks	19,030	5-15			3,292			2,995	150	200	
215	Providence, R. I	Daniel Leach	104,852	5-16			19,108			13,993	3,738		
216	Warwick, R. I	J. T. Smith	12,163	5-15			2,463			1,837			
217	Woonsocket, R. I	E. E. Thomas	16,053	5-15			4,110			2,795	649	200	190
218	Charleston, S. C	Rev. J. Mercein Green	49,999	6-16			12,727			7,284		197	190
219	Chattanooga, Tenn	H. D. Wyatt	12,802	6-21		b650	3,061		b100	2,185	350	180	158
220	Knoxville, Tenn*	R. D'S. Robertson	9,693	6-21			2,100			1,509	90	200	192
221	Memphis, Tenn	Charles H. Collier	33,593	6-21			*3,011			4,105		151	149
222	Nashville, Tenn	S. Y. Caldwell	43,350	6-21		3,570	12,460	0	463	6,098	400	190	184
223	Houston, Tex	E. N. Clopper	16,513	8-14			2,748			*1,756	*360	*160	*157
224	San Antonio, Tex	W. C. Rote	20,561	8-14			3,022			1,584	1,000	205	200
225	Burlington, Vt	Charles J. Alger	11,364	5-20						1,506	1,000		
226	Rutland, Vt	J. J. R. Randall	12,149	5-20						2,395	490		
227	Alexandria, Va	Richard L. Carne	13,659	5-21	352	1,048	4,582	31	17	1,048	1,094	201	197
228	Danville, Va	George W. Dame	7,526	5-21	155	518	2,126			1,059	336	200	160
229	Lynchburg, Va	E. C. Glass	15,959	5-21	397	1,371	4,907	25	98	1,815	590	198	194
230	Norfolk, Va	R. L. Page	21,966	5-21	442	2,015	6,695	29	26	1,613	550	210	191
231	Petersburg, Va*	Richard E. Hardaway	21,656	5-21			7,417			1,985	1,000	174	172

*From Report of the Commissioner of Education for 1879.
a These statistics are for Kingston school district only.
b Estimated.
c Enumeration of 1877.
d In day schools only.
e From a return for 1879

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1880, *&c.*—Continued.

	City.	Superintendent	Total population (census of 1880).	School population.				Number enrolled in public schools.			Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
				Legal school age.	Number under 8 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 8 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.			
	1	2	3	4	5	6	7	8	9	10	11	12	13
232	Portsmouth, Va	James F. Crocker	11,390	5-21	.....	.....	3,210	.....	.....	1,010	819	.....	.....
233	Richmond, Va	J. H. Peay, jr	63,550	5-21	1,557	5,497	21,536	291	214	5,821	3,500	198	168
234	Appleton, Wis	A. H. Conkey	8,005	4-20	.....	.....	2,897	.....	.....	1,638	316	.....	178
235	Fond du Lac, Wis	C. A. Hutchins	13,091	4-20	.....	.....	5,462	.....	.....	2,321	500	200	200
236	Janesville, Wis	R. W. Burton	9,018	4-20	.....	.....	3,386	160	267	1,727	250	180	178
237	La Crosse, Wis	Albert Hardy	14,505	4-20	.....	.....	4,070	.....	.....	2,559	500	200	199
238	Madison, Wis	S. Shaw	10,325	4-20	.....	.....	3,517	.....	.....	1,939	.....	185	180
239	Milwaukee, Wis	James MacAlister	115,578	4-20	.....	.....	37,742	.....	.....	13,897	7,302	.....	200
240	Oshkosh, Wis	George H. Read	15,749	5-20	.....	.....	5,874	.....	.....	2,217	1,000	.....	200
241	Racine, Wis	O. S. Westcott	16,031	4-20	.....	.....	5,858	.....	.....	2,302	1,034	200	200
242	Watertown, Wis	William H. Rohr	7,883	4-20	.....	.....	3,483	.....	.....	1,128	770	198	198
243	Georgetown, D. C.a	J. Ormond Wilson	159,885	6-17	0	1,863	27,142	0	377	15,728	5,481	203	193
244	Washington, D. C.a												

a These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE 11.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

	City.	Number of school buildings for—								Number of sittings for study in—								Number of teachers in—					
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.	
																		Male.	Female.	Male.	Female.	Male.	Female.
	1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
1	Mobile, Ala*																						
2	Selma, Ala						2																
3	Little Rock, Ark						5								1,750								
4	Los Angeles, Cal*	7	2	1			10											2	13	1	8	2	1
5	Oakland, Cal	(17)		1		1	19			3,621	2,128	358		83	6,200				78	6	36	3	6
6	Sacramento, Cal*	8	2	1			11	4	15									0	46	3	20	2	2
7	San Francisco, Cal	49	16	3			68											12	330	22	215	11	20
8	Stockton, Cal						8								1,954								
9	Denver, Colo. (¾ of city)						7								2,600								
10	Bridgeport, Conn	6	12				18								4,318				54	2	30	1	2
11	Danbury, Conn																						
12	Greenwich, Conn						a19																
13	Hartford, Conn						a17																
14	Meriden, Conn														2,544								
15	New Britain, Conn*						a11																
16	New Haven, Conn	17	8	1			26			7,210	1,703	379		214	9,506			3	152	7	48	4	9
17	New London, Conn*																						
18	Norwalk, Conn*						a12								a2,200								
19	Norwich, Conn*b						6			796	433			30	1,259				19	1	11		
20	Stamford, Conn																						
21	Waterbury, Conn						a21																
22	Wilmington, Del		(18)				18								5,704			a1	a111				
23	Jacksonville, Fla*						3								950								
24	Key West, Fla*d						5																
25	Atlanta, Ga						12								3,650								
26	Augusta, Ga						*19																
27	Columbus, Ga						7			809	369				1,160			2	12	2	7		

*From Report of the Commissioner of Education for 1879.
a In 1878.
b The report here given, exclusive of population, is for the central school district only, which comprises about one-half of the city.
c In primary, grammar, and high.
d Including Monroe County.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&c.*—Continued.

	City.	Number of school buildings for—								Number of sittings for study in—								Number of teachers in—					
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.	
																		Male.	Female.	Male.	Female.	Male.	Female.
	1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
28	Macon, Ga.a						25								2,200								
29	Belleville, Ill						4			1,400	600				2,000			2	28	7	5		
30	Chicago, Ill	22	33	3			58			(46,447)		1,539			47,986			0	627	18	205	16	20
31	Danville, Ill						5			1,000	420	100			1,520								
32	Decatur, Ill*																						
33	Elgin, Ill	5	1	1	0	0	7	3	10	719	201	90			1,120	500	1,620	0	18	0	2	2	1
34	Freeport, Ill*						5								2,000								
35	Galesburg, Ill						7								1,575				20		12	1	2
36	Jacksonville, Ill*	6	1				7	7	14	1,050	430	130			1,610	800	2,410		22	1	8	1	3
37	Joliet, Ill						7								1,784								
38	Ottawa, Ill*	1	6	1			8	3	11						1,660								
39	Peoria, Ill	1	8	1			10			2,900	1,600	250			4,150	1,800	5,950						
40	Quincy, Ill						9								3,211			1	43		6	2	3
41	Rockford, Ill						11								3,500								
42	Rock Island, Ill	6	3	1			10			1,365	735	120			2,220				19	2	12	1	3
43	Springfield, Ill*																						
44	Fort Wayne, Ind	58	1				9	14	23	80, 324	258		6		3,788	3,100	6,888	55	879	2	4		
45	Indianapolis, Ind		(27)		1		28			(10, 310)		600	15		10,925			c10	c197			6	5
46	Logansport, Ind		(6)				6			950	495	100			1,545			1	15	4	6	1	2
47	Madison, Ind*						7								1,800								
48	Richmond, Ind						9								2,002								
49	South Bend, Ind			6	1		7			750	700	225			2,385			1	8	1	6	6	12
50	Terre Haute, Ind		(10)		1		11			(3,407)		274			3,681			2	37	11	22	2	4
51	Vincennes, Ind*						4																
52	Burlington, Iowa*		(10)		1	1	12			(3,260)		330	144		3,734			c9	c50			4	3
53	Clinton, Iowa	4	3	1			8								1,375				14		11		3
54	Council Bluffs, Iowa						*10											1	25	1	4	1	2
55	Davenport, Iowa	1	9	1		1	12			2,580	1,204	256	18	196	4,204			1	45	10	29	1	4
56	Des Moines, west side, Iowa	2	2	1			5												25	3	10	1	2
57	Dubuque, Iowa						10					188			3,409				34	6	25	3	3
58	Keokuk, Iowa*						9								2,200								
59	Ottumwa, Iowa																						

59	Ottumwa, Iowa						3	2	5	720	540	90			1,350	120	1,540	2	15	2	2	1	2
60	Lawrence, Kans						*10			1,200	225	100			1,525				15		2	1	1
61	Leavenworth, Kans						8								2,800								
62	Topeka, Kans*														1,692					c4	c51	3	2
63	Covington, Ky		(4)		1		5																
64	Lexington, Ky*						9								d2,000							8	7
65	Louisville, Ky		(38)		2	0	30												(279)				
66	Newport, Ky		(5)				5			1,800	650	60	0	0	2,510			1	29	2	10	0	2
67	Paducah, Ky						c4								c900								
68	New Orleans, La						*69												280	18	100	4	5
69	Auburn, Me						35								3,400								
70	Augusta, Me						29								1,800	200	2,000						
71	Bangor, Me						35								*2,624								
72	Biddeford, Me						21								1,700								
73	Lewiston, Me*		12	1	1	f15	29																
74	Portland, Me						15			3,679	1,598	474		g30	5,981			1	77	5	30	4	8
75	Rockland, Me						11								1,700				15	2	11	1	2
76	Baltimore, Md						64																
77	Cumberland, Md* h																						
78	Frederick, Md*						4	2	6									2	11	3	2		1
79	Boston, Mass		100	50	10	1	161			22,247	30,196	3,053	150		55,646				406	86	494	35	40
80	Brockton, Mass						20								2,748								
81	Brookline, Mass*																						
82	Cambridge, Mass		20	8	1		29			4,500	4,100	500	24		9,124				75	7	87	7	5
83	Chelsea, Mass*																						
84	Chicopee, Mass		7	5	2		14			890	519	160			1,569				17	2	11	2	3
85	Fitchburg, Mass			(18)		0	19	1	20		(3,078)		0	175	3,253	40	3,293	0	20	3	23	4	1
86	Gloucester, Mass		14	9	1		24	2	26	2,205	1,002	195	30		4,032	50	4,082		44	1	38	2	3
87	Haverhill, Mass									858	1,479	219	(489)		3,045				15	2	30	2	4
88	Holyoke, Mass		6	5	1		12	4	16	1,537	618	118			2,273	1,200	3,473	2	33	3	15	2	2
89	Lawrence, Mass						20								*4,600								
90	Lowell, Mass						d30								d7,802								
91	Lynn, Mass*		23	7	1		31			2,750	2,600	225			5,575	125	5,700		55	4	44	2	3
92	Malden, Mass		6	4	1		11			1,180	1,122	132		70	2,504				27		20	1	4
93	Marlborough, Mass						13								2,100				23	1	15	2	1
94	Milford, Mass*																						
95	New Bedford, Mass*						23																
96	Newburyport, Mass*														2,241								
97	Newton, Mass			(16)		1	17								3,000			e9	e56			4	4
98	Northampton, Mass						25								2,300								
99	Pittsfield, Mass						27								2,313	175	2,488	0	19	5	27	1	3
100	Quincy, Mass*						7																
101	Salem, Mass*		10	5	1	1	17			2,517	1,441	224		240	4,431			0	48	4	28	2	6
102	Somerville, Mass						18								4,944				35	6	44	2	5
103	Springfield, Mass		16	7	1		1	25	8	33	2,765	2,285	422		235	5,707	500	6,207	0	57	7	37	3	6
104	Taunton, Mass		24	5	1		1	31	2	33	2,347	994	200		260	3,801	160	3,961	0	45	8	19	2	2
105	Waltham, Mass		5	6	1	0		12	1	13	952	1,176	110	0		2,238			0	16	0	24	2	2

* From Report of the Commissioner of Education for 1879.
a Including Bibb County.
b In primary and intermediate grades.
c In primary and grammar schools.
d In 1878.
e For white schools only.
f For rural schools.
g For the Portland School for the Deaf.
h Includes Alleghany County.
i These are for union schools.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

	City.	Number of school buildings for—								Number of sittings for study in—								Number of teachers in—					
																		Primary schools.		Grammar schools.		High schools.	
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Male.	Female.	Male.	Female.	Male.	Female.
	1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
106	Weymouth, Mass*																						
107	Woburn, Mass	13	9	1			23	1	24	1,475	900	128			2,503	50	2,553		28	4	14	1	3
108	Worcester, Mass	14	23	1			38			5,681	3,651	502			9,834				109	8	74	6	7
109	Adrian, Mich						5								1,613								
110	Ann Arbor, Mich	3	2	1			6	3	9	700	500				1,200				15		11	4	5
111	Bay City, Mich*						7			975	590	160	275		2,000				20	1	13		4
112	Detroit, Mich	12	15	1	0	0	28					739			13,208			1	134	3	89	4	19
113	East Saginaw, Mich			1	0	0	11	3	14	1,883	785	175	0	0	2,843	400	3,243	1	32	1	15	2	3
114	Flint, Mich*						6								1,699								
115	Grand Rapids, Mich	12	3	1			16			2,585	1,500	400			4,485			2	48	2	38	5	4
116	Muskegon, Mich						7								1,409								
117	Port Huron, Mich																						
118	Saginaw, Mich		(5)	1			6			827	700	89			1,616	400	2,016	1	19	2	9	1	2
119	Minneapolis, Minn						14								5,618								
120	St. Paul, Minn	6	7	1			14								3,728			2	54	7	24	4	5
121	Stillwater, Minn						4	4	8						1,100	600	1,700	0	11	0	6	1	2
122	Winona, Minn						3												16		10	2	3
123	Vicksburg, Miss*						2																
124	Hannibal, Mo*	2	6				8			(1,630)					1,630				19	6	3		
125	Kansas City, Mo*						9								4,600								
126	St. Joseph, Mo	11	7	1			19			2,175	725	240			3,140			2	37	3	11	4	1
127	St. Louis, Mo	75		4	1	28	108			32,543	8,427	1,390	200	4,539	47,099			18	618	72	206	15	15
128	Sedalia, Mo*						6								1,515								
129	Omaha, Nebr	5	4	1			10			2,160	1,440	100			3,700				a34	a1	a20	a1	a1
130	Virginia City, Nev						5			1,193	309	43			1,545				23	2	5	1	1
131	Dover, N. H	7	4	1	c10		22			900	495	120	c300	200	2,015	90	2,105		18	1	10	1	2
132	Manchester, N. H	9	5	1	c9		24	8	32	1,899	1,147	288	c420		3,754	1,504	5,258		35	5	19	2	3
133	Nashua, N. H						16								2,140								
134	Portsmouth, N. H	3	9	1			13												12	5	14	1	3
135	Camden, N. J						16								10,000								
136	Elizabeth, N. J						5								2,636				28		14	3	5

137	Jersey City, N. J							20			9,362	4,705	256	0	0	14,324			0	193	12	113	4	6
138	Newark, N. J*							31								15,047								
139	New Brunswick, N. J	4	1	1				6			1,300	715	160			2,175				27	1	14	3	3
140	Orange, N. J	3		(1)				4			899	339	91			1,329				21		8	2	1
141	Paterson, N. J							11			4,397	976	164			5,537			1	85	7	16	1	3
142	Plainfield, N. J															1,000								
143	Trenton, N. J	9	2	1				12			2,124	440	136			2,700								
144	Albany, N. Y	11	14	1				26								11,485								
145	Auburn, N. Y	3	7	1				11	3	14	1,855	991	270			3,116	1,125	4,241		35		24	1	6
146	Binghamton, N. Y	3	5	1				9			1,980	760	193			2,923				37	4	12	2	3
147	Brooklyn, N. Y							60								64,228								
148	Buffalo, N. Y							42																
149	Cohoes, N. Y							8	2	10	1,648	406	56			2,110				31		9	2	
150	Elmira, N. Y			5	1			6								4,296								
151	Hornellsville, N. Y	(2)			1			3			(1,080)		216			1,296	350	1,646		9	1	10	1	4
152	Hudson, N. Y							3																
153	Ithaca, N. Y	3	2	1				6	3	9	879	584	150			1,613	75	1,688		15		12	2	3
154	Kingston, N. Y d							5	3	8	861	449	361			1,671	300	1,971		11		10	7	4
155	Lockport, N. Y	5	1	1				7			1,134	1,272	258			2,664				18		18	4	4
156	Long Island City, N. Y*							7																
157	Newburgh, N. Y							6			1,500	600	250		150	2,500				38	3	9	2	3
158	New York, N. Y	(127)						127			87,236	55,554				142,790				1,553	210	1,089	e193	e4
159	Ogdensburg, N. Y							9								2,500								
160	Oswego, N. Y	7	6	1			f1	15			860	2,300	600		f100	3,860				26	1	34	1	3
161	Poughkeepsie, N. Y	(10)			1			11	12	23	1,747	959	224			2,930				30		23	1	5
162	Rochester, N. Y	14	12		1			27			3,810	8,720	500			13,030				120	11	90	5	4
163	Rome, N. Y*	3	3	1				7			690	352	290			1,332				13		8	1	6
164	Saratoga Springs, N. Y	8	3	1				12			1,412	180	120			1,712			1	20	4	3	3	2
165	Schenectady, N. Y							9																
166	Syracuse, N. Y							18	13	31	6,114	1,940	589	0	0	8,643	1,860	10,503		111	6	52	4	6
167	Troy, N. Y							17								6,500			6	105	7	19	2	2
168	Utica, N. Y	16	1	1				18	4	22	3,800	702	192	0	0	4,694	1,100	5,794	0	74	1	12	5	2
169	Watertown, N. Y							9																
170	Wilmington, N. C*																							
171	Akron, Ohio	6	1	1				8	3	11	1,826	906	195			2,927			0	32	0	17	0	5
172	Canton, Ohio							7			1,640	420	96		g184	2,350			1	27	5	6		3
173	Cincinnati, Ohio	47	4	2				53	25	78	28,464	4,112	1,225	80	2,500	36,381	17,000	53,381	65	453	33	41	14	14
174	Cleveland, Ohio	20	18	2	1	0		41			14,271	5,233	852	60	0	20,416			4	225	10	129	13	13
175	Columbus, Ohio	9	16	1				26			4,438	2,325	525			7,288			1	74	5	47	6	8
176	Dayton, Ohio							13								6,149								
177	Fremont, Ohio							7	3	10						1,100			0	9	1	6	1	2
178	Hamilton, Ohio							5			1,200	650	150			2,000			1	18	8	3		2
179	Ironton, Ohio	2	3					5	2	7			65			1,600							1	1
180	Mansfield, Ohio h							6	1	7	1,480	512	156			2,148	350	2,498		23		8		3
181	Newark, Ohio*							6	2	8	1,400	420	130		40	1,990	250	2,240	44	23		11		2
182	Portsmouth, Ohio	(6)		1	0	0		7	3	10	1,350	470	150	0	0	1,970	250	2,220	1	25	1	10	1	2
183	Sandusky, Ohio	8	1	1	0	0		10	3	13	2,000	600	150	0	0	2,750	750	3,500	0	28	1	10	0	4

* From Report of the Commissioner of Education for 1879.
a Average number.
b Exclusive of Gold Hill, a separate district.
c For ungraded schools.
d These statistics are for the Kingston school district only.
e In corporate schools.
f For arithmetic school, held only during the winter.
g For ungraded and German schools.
h From a return for 1879.
i In primary, grammar, and high.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&c.*—Continued.

	City.	Number of school buildings for—								Number of sittings for study in—								Number of teachers in—					
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.	
																		Male.	Female.	Male.	Female.	Male.	Female.
	1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
184	Springfield, Ohio*	2	5	1	0	0	8								2,783			1	29	9	14	3	1
185	Steubenville, Ohio*		(6)				6			1,236	647	149			2,032			2	20	3	11	1	2
186	Tiffin, Ohio	1	2	1	0	0	5	2	7	924	394	138	0	0	1,456			2	16	2	5	1	2
187	Toledo, Ohio*	22	1				23	10	33	4,500	1,750	250			6,500			11	75	2	28	2	4
188	Zanesville, Ohio*						18																
189	Portland, Oreg						4			1,200	700	160			2,060				36	2	13	2	3
190	Allegheny, Pa						21								10,500								
191	Allentown, Pa						8			1,860	1,210	130			3,200				29	10	12	1	1
192	Altoona, Pa	7	7	1			15			1,915	685	75			2,675			1	31	6	7	1	1
193	Carbondale, Pa						7			675	575	100			1,350	200	1,550	1	10	3	6	1	1
194	Chester, Pa						7	6	13	1,250	700	100			2,050	400	2,450		25		17	1	2
195	Danville, Pa						7								1,794								
196	Easton, Pa*						9																
197	Erie, Pa						12								3,700				(30)		(65)	3	2
198	Harrisburg, Pa						*22			3,916	1,109	379			5,304			14	57	11	13	3	7
199	Lebanon, Pa						8	3	11														
200	Meadville, Pa	1	2	1	0	0	4	2	6	970	680	258	0	0	1,908	200	2,108	0	15	0	13	0	7
201	New Castle, Pa*						5																
202	Norristown, Pa	2	3	1			6			1,250	780	250			2,280				24	4	12	1	3
203	Philadelphia, Pa						*472											a57	a1,977			17	
204	Pittsburgh, Pa*						55																
205	Reading, Pa*	23		1			24	8	32	5,212	650	288			7,150	950	8,100		121		13	3	5
206	Scranton, Pa						30			6,850	1,050	100			8,000			3	122	16	22	2	3
207	Shamokin, Pa						5	3	8									4	7	6	5	1	1
208	Shenandoah, Pa						5											1	17		6	1	2
209	Titusville, Pa						4								1,600								
210	Williamsport, Pa	13	11	1			25			1,725	1,620	145			3,490			2	25	11	19	1	3
211	York, Pa						9								2,425								
212	Lincoln, R. I						12																
213	Newport, R. I	6	3	1		1	11			1,344	672	165		60	2,241				24	2	11	3	2

214	Pawtucket, R. I						18								2,710								
215	Providence, R. I						49																
216	Warwick, R. I						18																
217	Woonsocket, R. I	13	6	1			20												20	4	6	2	1
218	Charleston, S. C						5																
219	Chattanooga, Tenn						7																
220	Knoxville, Tenn'						4								4,560								
221	Memphis, Tenn						10								3,780								
222	Nashville, Tenn			1			12	8	20	3,160	1,300	300			4,760	1,200	5,960	5	58	9	17	3	4
223	Houston, Tex						*14								*1,147								
224	San Antonio, Tex						5								1,100								
225	Burlington, Vt																						
226	Rutland, Vt																						
227	Alexandria, Va	(4)		0	0	0	4	34	38	800	200	0	0	0	1,000	1,100	2,100	1	10	3	3	0	0
228	Danville, Va						2	2	4						500	75	575						
229	Lynchburg, Va						6								1,075			1	19	2	5	4	
230	Norfolk, Va						7								1,320								
231	Petersburg, Va*						5								1,808								
232	Portsmouth, Va																						
233	Richmond, Va	(10)		2			12			4,050	1,400	300			5,840	*2,500	9,340	a15	a96			3	15
234	Appleton, Wis						3								1,800								
235	Fond du Lac, Wis	15	1	1			17			1,804	716	280			2,800			3	27	2	9	3	2
236	Janesville, Wis	6	3	1			10			1,325	346	130			1,801				24		8	1	3
237	La Crosse, Wis						10								2,100								
238	Madison, Wis						9								1,750								
239	Milwaukee, Wis	9	14	1	1		25	48	73	3,198	9,450	300	30		12,978				(44)		(185)		(9)
240	Oshkosh, Wis						10								3,500								
241	Racine, Wis	(7)		1			8	9	17	(2,293)		207			2,500			a5	36		1	1	3
242	Watertown, Wis	1					5	6	11						1,200			1	14	1	3	2	1
243	Georgetown, D C b																						
244	Washington, D. C b					0	57			8,246	4,822	172	20	0	13,260			0	156	14	83	2	2

*From Report of Commissioner of Education for 1879.

a In primary and grammar schools.

b These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&c.*—Continued.

	City.	Number of teachers in—								Number of scholars in—											
		City normal schools.		Evening schools.		All public schools.		Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
		Male.	Female.	Male.	Female.	Male.	Female.			Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
	1	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
1	Mobile, Ala*					a38	a87													4,659	4,014
2	Selma, Ala					2	12													882	717
3	Little Rock, Ark					9	24													2,503	1,655
4	Los Angeles, Cal*					5	22							90	70					1,776	1,161
5	Oakland, Cal					9	120			3,810	3,360	1,834	1,399	270	266			82	42	5,996	5,067
6	Sacramento, Cal*			1	1	6	69													3,895	
7	San Francisco, Cal			26	5	b84	b602			20,844		14,087		1,232				2,157		38,320	28,150
8	Stockton, Cal					7	26													2,031	1,298
9	Denver, Colo. (⅓ of city)					5	60													3,210	1,953
10	Bridgeport, Conn			2		5	86											115		5,229	3,529
11	Danbury, Conn					4	40													2,271	c1,554
12	Greenwich, Conn					5	24													1,552	856
13	Hartford, Conn					19	121													7,612	c4,886
14	Meriden, Conn					8	40													3,148	c1,868
15	New Britain, Conn*					c3	c36													2,342	c1,567
16	New Haven, Conn			7		14	d216				5,952		1,525		454					11,897	7,931
17	New London, Conn*					c3	c38													1,963	c1,393
18	Norwalk, Conn*					c8	c40													2,575	c1,723
19	Norwich, Conn* e				2	1	32			798	619	413	311					40	21	1,251	951
20	Stamford, Conn					8	24													1,606	c1,181
21	Waterbury, Conn					4	49													3,506	c2,525
22	Wilmington, Del			0	3	1	114			f6,963	f4,427							80	45	7,043	4,472
23	Jacksonville, Fla*					2	15													806	
24	Key West, Fla* g					5	12													1,168	828
25	Atlanta, Ga					(68)														4,100	2,600
26	Augusta, Ga					*22	*10													4,027	
27	Columbus, Ga					4	19			930	748	429	338							1,359	1,086
28	Macon, Ga					27	32													3,349	2,001
29	Belleville, Ill					9	31			1,397		564								1,961	1,760

26	Macon, Ga					27	22															3,349	2,091
29	Belleville, Ill					9	31			1,397		864										1,961	1,780

30	Chicago, Ill					34	852			47,243	32,458	10,850	8,780	1,460	1,122							59,562	42,375
31	Danville, Ill					4	28															1,860	1,230
32	Decatur, Ill*					4	25															1,786	1,347
33	Elgin, Ill	0	0	0	0	2	21	12	35	1,130	735	166	83	24	13	0	0	0	0			1,320	831
34	Freeport, Ill*					2	26															1,750	1,350
35	Galesburg, Ill					1	34															2,035	1,414
36	Jacksonville, Ill*					2	33	30	65													1,868	1,279
37	Joliet, Ill					3	38															2,038	1,604
38	Ottawa, Ill*					3	26	11	40													1,737	1,658
39	Peoria, Ill					7	69															4,761	3,386
40	Quincy, Ill					3	52															3,723	2,377
41	Rockford, Ill					7	50															2,105	1,833
42	Rock Island, Ill					3	34			1,402	1,041	659	468	105	78							2,166	1,587
43	Springfield, Ill*						(54)															2,776	2,114
44	Fort Wayne, Ind		3			7	86	40	133	$3,357	$2,065	195	144			9	8					3,541	2,317
45	Indianapolis, Ind		1			16	203			$13,360	$8,458			576	458		9					13,936	8,925
46	Logansport, Ind					6	23			1,136	754	581	393	78	50							1,795	1,206
47	Madison, Ind*					2	40															1,745	1,218
48	Richmond, Ind						(551)															2,219	1,627
49	South Bend, Ind					3	26															1,936	1,227
50	Terre Haute, Ind					15	63			$3,884	$2,770			254	205							4,138	2,975
51	Vincennes, Ind*					3	15															1,187	.....
52	Burlington, Iowa*		1			13	54			$2,928	$2,051			252	187	150	93					3,339	2,331
53	Clinton, Iowa						28			900		759		70	63							1,819	.....
54	Council Bluffs, Iowa					3	31	5	39													1,807	1,325
55	Davenport, Iowa		1	3		15	79			3,178	2,180	1,308	901	217	187	11	8	217	106			4,931	3,382
56	Des Moines, west side, Iowa.					4	37			1,738		482		102								2,222	1,562
57	Dubuque, Iowa					9	62							175	128							3,686	2,555
58	Keokuk, Iowa*					9	41															2,469	1,906
59	Ottumwa, Iowa						26	5	31													1,606	1,400
60	Lawrence, Kans			1	1	6	19															1,829	1,222
61	Leavenworth, Kans					3	31															3,050	2,154
62	Topeka, Kans*					8	22															1,935	1,697
63	Covington, Ky					7	53			$3,114	$2,355			172	130							3,286	2,485
64	Lexington, Ky*					8	23															2,262	1,615
65	Louisville, Ky					536	b289			$19,377	$12,909			613	529							19,990	13,438
66	Newport, Ky	0	0	0	0	3	41			1,809	1,422	733	567	60	43	0	0	0	0			2,602	2,032
67	Paducah, Ky					13	k12			k593	k495	k247	k167	k42	k36							k882	k698
68	New Orleans, La					22	385			13,907	11,619	3,712	3,332	267	239							17,886	15,190
69	Auburn, Me					4	36															2,742	1,376
70	Augusta, Me					13	33	7	53													1,200	945
71	Bangor, Me						(71)															3,120	c2,458
72	Biddeford, Me					4	29															2,360	c1,292
73	Lewiston, Me*					4	72			2,294	1,194	467	407	197	160	3500	2300					3,558	2,061

* From Report of the Commissioner of Education for 1879.
a Average number.
b Includes special teachers.
c For the winter term.
d Includes 21 training pupil teachers.
e The report here given, exclusive of population, is for the central school district only, which comprises about one-half of the city.
f In primary, grammar, and high schools.
g Including Monroe County.
h Including Bibb County.
i In primary and intermediate grades.
j In primary and grammar schools.
k In schools for the white.
l In rural and ungraded schools.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

	City.	Number of teachers in—								Number of scholars in—											
		City normal schools.		Evening schools.		All public schools.		Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
		Male.	Female.	Male.	Female.	Male.	Female.			Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
	1	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
74	Portland, Me	....	....	....	a3	10	118	.....	.....	4,702	2,834	1,607	1,131	488	362	.....	.....	.....	a20	6,797	4,347
75	Rockland, Me	....	....	....	....	3	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,336	1,102
76	Baltimore, Md	....	....	....	....	(822)	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	48,006	29,961
77	Cumberland, Md*b	....	....	....	....	67	83	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,883	.....
78	Frederick, Md*	....	....	....	....	5	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,234	825
79	Boston, Mass	1	2	45	92	167	1,034	.....	.....	.....	17,800	.....	24,987	.....	1,783	.....	71	.....	1,399	59,768	46,130
80	Brockton, Mass	....	....	....	....	5	38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,431	1,960
81	Brookline, Mass*	....	....	....	....	4	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,473	.....
82	Cambridge, Mass	....	1	....	....	14	168	.....	.....	4,110	2,900	3,931	3,205	485	411	11	8	.....	.....	8,537	6,614
83	Chelsea, Mass*	....	....	....	....	5	64	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,901	2,699
84	Chicopee, Mass	....	....	....	....	4	31	.....	.....	1,052	.....	506	.....	99	.....	.....	.....	.....	.....	1,657	923
85	Fitchburg, Mass	0	0	3	4	10	48	1	59	1,190	807	1,265	826	170	138	0	0	76	47	2,701	1,818
86	Gloucester, Mass	....	1	....	....	3	86	2	91	2,040	1,562	1,840	1,477	220	163	26	21	.....	.....	4,126	3,223
87	Haverhill, Mass	....	c13	3	18	d3	80	2	90	1,099	722	1,323	1,152	150	145	c314	c218	460	127	3,346	2,364
88	Holyoke, Mass	....	....	9	16	16	66	19	101	2,172	956	886	483	105	85	.....	.....	578	265	3,741	1,789
89	Lawrence, Mass	....	....	....	....	6	112	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,800	4,232
90	Lowell, Mass	....	....	....	....	(160)	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12,211	6,045
91	Lynn, Mass*	....	....	1	....	7	102	4	113	3,315	2,399	2,648	2,105	210	168	.....	.....	60	44	6,233	4,711
92	Malden, Mass	....	....	1	1	2	52	.....	.....	1,535	1,053	1,126	730	173	107	.....	.....	90	73	2,924	1,963
93	Marlborough, Mass	....	....	....	....	3	39	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,267	1,634
94	Milford, Mass*	....	....	....	....	1	41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,349	1,695
95	New Bedford, Mass*	....	....	....	....	7	99	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,500	4,207
96	Newburyport, Mass*	....	....	....	....	6	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,295	1,530
97	Newton, Mass	0	0	1	3	(d80)	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,397	2,571
98	Northampton, Mass	....	....	....	....	4	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,176	1,656
99	Pittsfield, Mass	....	c12	....	....	6	61	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,716	1,774
100	Quincy, Mass*	....	....	....	....	6	39	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,910	1,461
101	Salem, Mass*	....	....	4	11	10	91	.....	.....	2,331	1,576	1,318	1,053	164	157	.....	.....	459	150	4,272	2,936
102	Somerville, Mass	....	....	....	....	8	84	.....	.....	.....	1,822	.....	1,906	.....	216	.....	.....	.....	.....	5,540	4,003

103	Springfield, Mass			3	7	13	107	13	133	3,439	2,210	1,990	1,710	405	340			458	202	6,202	4,462
104	Taunton, Mass			8	0	18	66	5	89	2,479	1,708	1,039	875	161	146			252	169	3,931	2,898
105	Waltham, Mass	0	0	3	2	5	44	6	55											2,306	1,653
106	Weymouth, Mass*					10	50													2,102	1,703
107	Woburn, Mass					5	45	1	51	1,420	1,138	761	611	99	85					2,280	1,834
108	Worcester, Mass			10	4	24	194			6,206	4,515	4,080	2,785	601	399			565	214	11,452	7,913
109	Adrian, Mich					3	26													1,393	1,000
110	Ann Arbor, Mich					4	31	6	41	880	677	548	436	449	306					1,877	1,419
111	Bay City, Mich*		7			1	44			f2,694	f1,521			120	73					2,814	1,594
112	Detroit, Mich	0	0	0	0	8	242			11,128	7,127	3,873	3,100	718	591	0	0	0	0	15,719	10,818
113	East Saginaw, Mich	0	0	0	0	4	50	8	62	1,949	1,427	872	667	190	145	0	0	0	0	3,011	2,239
114	Flint, Mich*					2	32													1,823	1,163
115	Grand Rapids, Mich			6	1	15	91			3,327	1,937	1,734	1,285	329	242			337	126	5,727	3,590
116	Muskegon, Mich					3	30													1,786	1,018
117	Port Huron, Mich																				
118	Saginaw, Mich					4	30				864		313		88					1,776	1,265
119	Minneapolis, Minn					5	115													6,142	4,248
120	St. Paul, Minn					13	83													4,338	3,030
121	Stillwater, Minn					1	19	8	28											1,100	800
122	Winona, Minn					2	29													1,713	1,166
123	Vicksburg, Miss*					2	19													1,196	
124	Hannibal, Mo*					6	22				950		373							1,967	1,323
125	Kansas City, Mo*					7	55													5,259	3,140
126	St. Joseph, Mo					9	49													3,820	2,579
127	St. Louis, Mo	1	8	50	41	156	888			41,514	28,863	8,605	6,598	960	724	162	136	4,539	2,128	55,780	36,449
128	Sedalia, Mo*					6	15													1,843	1,210
129	Omaha, Nebr					g2	g55													3,716	
130	Virginia City, Nev h					3	29													2,260	1,276
131	Dover, N. H	c2	c6	1	3	5	41	3	49	917	745	471	330	110	90	c227	c147	155	74	1,880	1,436
132	Manchester, N. H		c9	3	10	10	76	28	114	2,534	1,560	1,110	805	175		c317	c194	214		4,350	2,815
133	Nashua, N. H					3	49													2,520	1,630
134	Portsmouth, N. H					6	29													1,891	
135	Camden, N. J					8	122													7,935	7,291
136	Elizabeth, N. J					3	47													3,426	2,241
137	Jersey City, N. J					17	311			15,219	8,472	7,000	4,000	557	433					22,776	12,905
138	Newark, N. J*					26	244													19,478	11,100
139	New Brunswick, N. J					4	44			1,587	1,082	776	555	202	143					3,565	1,780
140	Orange, N. J					2	30			1,199	668	395	262	88	53					1,682	983
141	Paterson, N. J			7	22	16	126			5,000	3,200	848	776	111	92			1,942	662	7,901	4,750
142	Plainfield, N. J					1	23													1,256	987
143	Trenton, N. J					(67)														3,583	2,255
144	Albany, N. Y					25	204													14,049	9,175
145	Auburn, N. Y					1	65	16	82	1,989	1,426	810	619	250	187					3,049	2,232
146	Binghamton, N. Y					6	52			2,148		801		198						3,147	2,166
147	Brooklyn, N. Y					48	1,267													96,063	52,677
148	Buffalo, N. Y					42	307													18,606	14,555
149	Cohoes, N. Y				8	2	48				1,178		279		44				100	2,674	1,601
150	Elmira, N. Y					5	71													4,253	3,032

* From Report of the Commissioner of Education for 1879.
a In Portland School for the Deaf.
b Includes Alleghany County.
c These are in union schools.
d Includes special teachers.
e In ungraded schools.
f In primary and grammar schools.
g Average number.
h Exclusive of Gold Hill, a separate district.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

	City	Number of teachers in—								Number of scholars in—											
		City normal schools.		Evening schools.		All public schools.		Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
		Male.	Female.	Male.	Female.	Male.	Female.			Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
	1	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
151	Hornellsville, N. Y					2	23													1,433	807
152	Hudson, N. Y					3	18													1,158	
153	Ithaca, N. Y					2	30	3	35	1,094	769	689	54.7	192	108					1,975	1,384
154	Kingston, N. Y.a					7	25	3	35	969	606	708	291	212	186					1,889	1,083
155	Lockport, N. Y					4	40			1,433	784	824	607	367	194					2,624	1,585
156	Long Island City, N. Y*					4	44													3,644	2,258
157	Newburgh, N. Y			1	2	6	52													3,348	2,219
158	New York, N. Y	7	31	159	105	386	2,971			149,346	71,012	76,912	42,686	522,840	50,543	2,336	1,303	18,733	7,876	270,176	132,420
159	Ogdensburg, N. Y					1	29													2,070	1,114
160	Oswego, N. Y	c2				4	63			1,784	1,177	1,967	1,414	148	104	c293	d44			4,193	2,739
161	Poughkeepsie, N. Y					1	58			1,980	1,215	952	652	197	159					3,129	2,020
162	Rochester, N. Y					16	214			6,727	4,312	6,616	3,600	526	338					13,869	8,250
163	Rome, N. Y*					1	27			1,224	618	285	216	250	183					1,759	1,017
164	Saratoga Springs, N. Y					8	25													1,797	1,061
165	Schenectady, N. Y					2	40													2,288	
166	Syracuse, N. Y					10	169				4,292		2,829		305					9,276	7,426
167	Troy, N. Y					16	126													9,351	5,613
168	Utica, N. Y			2	3	e9	e93	22	124	4,400	2,935	690	545	166	127	0	0	235	120	5,491	3,727
169	Watertown, N. Y					3	49													2,154	
170	Wilmington, N. C*																			966	
171	Akron, Ohio					0	e56			2,000	1,590	865	747	190	150					3,055	2,487
172	Canton, Ohio	f3	f1			(e49)				1,715	1,298	421	341	72	58	f245	f132	174	96	2,627	1,925
173	Cincinnati, Ohio	2	1	28	20	142	529	355	1,026	29,530	22,665	2,819	2,262	1,225	1,047	80	76	2,467	1,229	36,121	27,270
174	Cleveland, Ohio	1	1	0	0	28	368			16,791	11,107	6,352	4,886	1,045	813	74	61	0	0	24,262	16,867
175	Columbus, Ohio	5	3			17	132			4,904	3,610	2,329	1,874	559	469	110				7,902	g5,953
176	Dayton, Ohio					h21	h104													h6,114	h4,527
177	Fremont, Ohio					e4	17			585	362	354	260	78	58					1,017	680
178	Hamilton, Ohio					0	23			1,450	1,036	488	392	82	67					2,020	1,495
179	Ironton, Ohio					6	23							82	67					1,607	

180	Mansfield, Ohio[c]					4	34	6	40	1,356	839	464	419	113	92					1,922	1,350
181	Newark, Ohio*					4	38	6	46	1,329	918	400	317	125	103					1,854	1,338
182	Portsmouth, Ohio	0	0	0	0	3	a36	5	46	1,781		252		117		0		0		2,150	1,605
183	Sandusky, Ohio	0	0	0	0	1	42	14	57	1,879	1,259	609	489	161	125	0	0	0	0	2,649	1,873
184	Springfield, Ohio*					13	44			$2,538	$1,947			145	119					2,683	2,066
185	Steubenville, Ohio[c]			1		7	33			1,398	1,002	855	703	144	127			61	22	2,458	1,854
186	Tiffin, Ohio	0	0	0	0	5	23	7	35	856	579	357	271	102	78	0	0	0	0	1,315	928
187	Toledo, Ohio*					e16	e109			6,951	4,206	437	341	227	192					7,615	4,739
188	Zanesville, Ohio*					7	62													3,103	
189	Portland, Oreg					4	42			1,792	1,271	729	570	129	115					2,650	1,956
190	Allegheny, Pa					15	187													11,610	8,287
191	Allentown, Pa					11	42													3,429	2,432
192	Altoona, Pa					8	39			2,017	1,576	625	533	70	67					2,712	2,176
193	Carbondale, Pa					5	17													1,869	1,087
194	Chester, Pa				6	1	50	13	64											2,475	1,693
195	Danville, Pa					4	24													1,638	1,233
196	Easton, Pa*					18	33													2,348	1,710
197	Erie, Pa						(100)													4,244	2,911
198	Harrisburg, Pa						(e107)			4,262	2,933	961	689	230	195					5,473	3,817
199	Lebanon, Pa					10	20	5	35											1,375	1,050
200	Meadville, Pa	0	0	0	0	0	35	4	39	984	752	644	578	172	153	0	0	0	0	1,809	1,483
201	New Castle, Pa*					3	24													1,305	1,138
202	Norristown, Pa					5	30			1,503	822	674	565	119	116					2,296	1,503
203	Philadelphia, Pa	3	21			e102	e2,193													£105,541	94,145
204	Pittsburgh, Pa*			28	42	79	447													26,937	17,387
205	Reading, Pa*					3	139	19	161	6,711	5,587	572	535	248	235					7,531	6,357
206	Scranton, Pa					21	148			7,336	4,907	1,300	883	210	132			1,328	939	10,174	6,881
207	Shamokin, Pa					11	12	7	31	963	481	653	442	37	27					1,653	950
208	Shenandoah, Pa			4		6	25			1,602	1,108	308	225	73	59			430	‖105	2,413	1,492
209	Titusville, Pa					1	33													1,835	1,180
210	Williamsport, Pa					14	47			1,701	1,158	1,546	952	129	106					3,376	2,216
211	York, Pa					9	38													2,435	1,762
212	Lincoln, R. I						(41)													2,200	1,204
213	Newport, R. I			2	9	7	46			1,577	1,054	510	408	143	122			359	164	2,580	1,808
214	Pawtucket, R. I					5	42													3,699	1,902
215	Providence, R. I					17	272													13,993	9,930
216	Warwick, R. I						(43)													1,837	1,096
217	Woonsocket, R. I					6	27													2,795	1,487
218	Charleston, S. C					5	86													7,284	
219	Chattanooga, Tenn					6	24													2,185	1,382
220	Knoxville, Tenn*					7	19													1,509	930
221	Memphis, Tenn					5	58													4,105	2,889
222	Nashville, Tenn					17	79	22	118	3,889	2,938	1,948	1,166	261	195					6,098	4,299
223	Houston, Tex					3	20													*1,756	*1,172

* From Report of the Commissioner of Education for 1879.
a These statistics are for the Kingston school district only.
b In corporate schools.
c In unclassified and arithmetic schools.
d In unclassified school.
e Includes special teachers.
f In ungraded and German schools.
g Exclusive of average attendance in normal school.
h In the night schools there were 6 teachers, an enrolment of 409, and an average attendance of 223.
i From a return for 1879.
j In primary and grammar schools.
k There was also an enrolment in the night schools of 8,617.
l Based on the number of months all the schools were open.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

	City.	Number of teachers in—								Number of scholars in—											
		City normal schools.		Evening schools.		All public schools.		Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
		Male.	Female.	Male.	Female.	Male.	Female.			Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
	1	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
224	San Antonio, Tex	.....	.....	.....	.....	4	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,584	934
225	Burlington, Vt	.....	.....	.....	.....	1	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,566	.....
226	Rutland, Vt	.....	.....	.....	.....	7	57	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,395	.....
227	Alexandria, Va	0	0	0	0	4	13	44	61	723	537	325	267	0	0	0	0	0	0	1,048	804
228	Danville, Va	.....	.....	.....	.....	5	10	12	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,059	724
229	Lynchburg, Va	.....	.....	.....	.....	7	24	.....	.....	1,361	740	443	245	111	85	.....	.....	.....	.....	1,815	1,070
230	Norfolk, Va	.....	.....	.....	.....	6	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,613	1,117
231	Petersburg, Va*	.....	.....	.....	.....	3	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,985	1,494
232	Portsmouth, Va	.....	.....	.....	.....	4	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,010	611
233	Richmond, Va	.....	.....	.....	.....	18	111	.....	.....	4,150	3,540	1,400	1,050	271	188	.....	.....	.....	.....	5,821	4,778
234	Appleton, Wis	.....	.....	.....	.....	5	23	8	36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,638	1,400
235	Fond du Lac, Wis	.....	.....	.....	.....	8	38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,321	1,515
236	Janesville, Wis	.....	.....	.....	.....	1	35	.....	.....	1,145	.....	474	.....	108	.....	.....	.....	.....	.....	1,727	1,318
237	La Crosse, Wis	.....	.....	.....	.....	7	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,559	2,482
238	Madison, Wis	.....	.....	.....	.....	5	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,939	1,745
239	Milwaukee, Wis	.....	.....	.....	.....	(239)		213	452	3,826	2,441	12,914	8,448	322	238	23	22	.....	.....	17,085	11,149
240	Oshkosh, Wis	.....	.....	.....	.....	7	46	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,217	2,017
241	Racine, Wis	.....	.....	.....	.....	6	40	35	81	a2,161	a1,514	.....	.....	141	106	.....	.....	.....	.....	2,302	1,620
242	Watertown, Wis	.....	.....	.....	.....	4	18	15	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,138	740
243	Georgetown, D. C b	0	2	0	0	16	243	.....	.....	10,498	8,341	5,031	3,997	179	150	20	20	0	0	15,728	12,508
244	Washington, D. C b																				

a In primary and grammar schools.

* From Report of the Commissioner of Education for 1879

b These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

	City.	Number of scholars in—				Average daily attendance per teacher, excluding special teachers, in—						Average annual salaries of—							
		Private and parochial schools.		All schools, public and private.										Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
		Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Male.	Female.	Male.	Female.	Male.	Female.
	1	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73
1	Mobile, Ala*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	a$50	a$50	.....	.....	a$60	a$60
2	Selma, Ala	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	Little Rock, Ark	.....	.....	.....	.....	.....	.....	.....	.....	.....	51	b$1,500	.....	.....	b720	b$900	.....	ab60	ab60
4	Los Angeles, Cal*	366	.....	2,142	.....	.....	.....	35	.....	.....	43	1,500	.....	825	875	.....	.....	900	900
5	Oakland, Cal	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,400	$900	.....	1,215	1,800	.....	.....	895
6	Sacramento, Cal*	4,800	.....	8,695	.....	.....	.....	.....	.....	23.7	.....	ab150	ab50	.....	ab100	a162	a$77	.....	ab80
7	San Francisco, Cal	.....	.....	.....	.....	49.5	43	39	.....	.....	.....	4,000	3,000	a113½	a113½	a187½	a187½	a77½	a77½
8	Stockton, Cal	.....	.....	.....	.....	.....	.....	.....	.....	.....	42	900	.....	.....	675	b1,200	.....	.....	ab81
9	Denver, Colo. (⅔ of city)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,700	.....	.....	1,000	1,200	1,000	.....	800
10	Bridgeport, Conn	.....	.....	.....	.....	41.1	40.9	28	.....	.....	.....	2,200	.....	.....	437½	1,300	612	.....	475
11	Danbury, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	Greenwich, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Hartford, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Meriden, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	39	600	.....	.....	.....	1,115	.....	a44	a44
15	New Britain, Conn*	470	.....	2,812	.....	46	41	25	.....	.....	.....	2,700	600	.....	.....	.....	.....	.....	b750
16	New Haven, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	New London, Conn*	40	.....	2,003	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	Norwalk, Conn*	139	.....	2,714	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	Norwich, Conn* c	.....	.....	.....	.....	33	26	.....	.....	10	.....	d2,000	.....	.....	450	1,500	.....	.....	580
20	Stamford, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	Waterbury, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Wilmington, Del	.....	.....	.....	.....	.....	(40)	.....	.....	15	.....	b1,600	.....	.....	368	.....	700	.....	490
23	Jacksonville, Fla*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	b720	.....	307
24	Key West, Fla* e	.....	.....	.....	.....	.....	.....	.....	.....	.....	48.7	f400	.....	.....	b450	.....	.....	.....	b450
25	Atlanta, Ga	.....	.....	.....	.....	.....	.....	.....	.....	.....	42	b1,880	.....	(1,410)		(1,410)		(575)	

* From Report of the Commissioner of Education for 1879.
a Monthly salaries.
b These are maximum salaries.
c The report here given, exclusive of population, is for the central school district only, which comprises about one-half the city.
d Salary of principal of schools.
e Including Monroe County.
f For county superintendent.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&c.*—Continued.

	City.	Number of scholars in—				Average daily attendance per teacher, excluding special teachers, in—						Average annual salaries of—							
		Private and parochial schools.		All schools, public and private.										Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
		Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Male.	Female.	Male.	Female.	Male.	Female.
	1	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73
26	Augusta, Ga											1,500		(a$50)		(a$70)		(a$60)	
27	Columbus, Ga					53	37					1,500			$360	$1,050			$405
28	Macon, Ga										33	c1,800			c360	c700	c$450		c405
29	Belleville, Ill					47	45				46	1,500							
30	Chicago, Ill	22,596		82,158		60	50	40				3,000	2,700		935	1,622	1,410		695
31	Danville, Ill										37	1,200		450	450	540		$405	360
32	Decatur, Ill*																		
33	Elgin, Ill					40.7	41.4	6.7	0	0	36.1	1,000			350		450		
34	Freeport, Ill*											c1,000			ac40		ac60		ac40
35	Galesburg, Ill										42	c1,600			c475				c405
36	Jacksonville, Ill*										37	1,500			445	700	700		445
37	Joliet, Ill										40								
38	Ottawa, Ill*										47.5			c550	c400	c1,000	c650		c440
39	Peoria, Ill					56	40	35				2,000			650	1,200	750	475	
40	Quincy, Ill										46.6	1,400			576		850		462½
41	Rockford, Ill										32			450	400	1,200			320
42	Rock Island, Ill	410		2,576		55	34	31			41	1,600			540	1,000		450	475
43	Springfield, Ill*																		
44	Fort Wayne, Ind	3,000	2,200	6,541	5,017	45	27	24	8		37	2,500		600	419	1,300		1,200	662
45	Indianapolis, Ind					(40.8)		40	9			c2,600	d1,800	(c1,900)		(f570)			
46	Logansport, Ind					47	39	20			42	c1,500		400	388	550		550	410
47	Madison, Ind*										30				ca50	ca45			ca40
48	Richmond, Ind																		
49	South Bend, Ind											1,200		a40	40	a57½	a50		
50	Terre Haute, Ind											c2,500		c475	c350	c1,000	c800	c575	c575
51	Vincennes, Ind*											1,600			c500				c500
52	Burlington, Iowa*	1,200	800	4,539	3,181	(35)		27	93		35	1,650			375	930	400		360
53	Clinton, Iowa											1,600			a50		a60		a50
54	Council Bluffs, Iowa										29	c1,600		ca50	ca47	750	ac53		

55	Davenport, Iowa					47	40	62	8	35	46	1, 200		500	436	1, 066	833		540	
56	Des Moines, west side, Iowa.										38	c1, 540		607½	c625	c1, 100	c1, 100	576		
57	Dubuque, Iowa							21			36					1, 500		600	400	
58	Keokuk, Iowa*										48	1, 350			a40		a40		a25	
59	Ottumwa, Iowa										50	1, 500			550		600		a40	
60	Lawrence, Kans											1, 000		585		585				
61	Leavenworth, Kans											2, 100			500		750		450	
62	Topeka, Kans*										57	1, 000				c595	c595	c450	c450	
63	Covington, Ky																			
64	Lexington, Ky*										48	600		g1, 000						
65	Louisville, Ky					(47)		33			46	2, 400	1, 350	(650)		(1, 350)		(600)		
66	Newport, Ky								0	0	47	1, 500			400	950			475	
67	Paducah, Ky					h55	h42	h18			h38				h375	h700				
68	New Orleans, La					41	28	26			38	3, 000			570	825	690		445	
69	Auburn, Me										35				c500		c800			
70	Augusta, Me	100		1, 300							22. 5	c300				c1, 400				
71	Bangor, Me											c700			ac34					
72	Biddeford, Me										45	650			c350	c1, 050			c425	
73	Lewiston, Me*					35	41	32	20			1, 500			289	1, 500			414	
74	Portland, Me					51	37	32				2, 250			500	c1, 440	c750		c600	
75	Rockland, Me										36				ac28	c900			ac36	
76	Baltimore, Md											c2, 500	c1, 800		c696	c1, 500	c900	c900	c648	
77	Cumberland, Md*i											1, 500								
78	Frederick, Md*																			
79	Boston, Mass					44	43	24	23	10		c4, 200	cf3, 750		624	2, 730	1, 800	c2, 280	c1, 080	
80	Brockton, Mass														318½	700				
81	Brookline, Mass*											2, 400								
82	Cambridge, Mass					39	34	35	8			c2, 700			c600	c1, 900			c720	
83	Chelsea, Mass*	443		4, 344																
84	Chicopee, Mass										30. 7	c1, 600			380	1, 000	600		380	
85	Fitchburg, Mass	30	24	2, 731	1, 842	39	32	28	0	8	32	1, 800			350	933½			400	
86	Gloucester, Mass	35	30	4, 161	3, 253	35	38	33	21		36	2, 000			350	c1, 500	c1, 050		345	
87	Haverhill, Mass														490§	1, 325	c1, 200		488	
88	Holyoke, Mass	1, 566	1, 034	5, 307	2, 853	39	28	21		13		1, 650			440	1, 100	440		440	
89	Lawrence, Mass																			
90	Lowell, Mass																			
91	Lynn, Mass*	115	95	6, 348	4, 906	51. 8	43. 5	33. 8		44	43. 3	2, 000			400	1, 300	650		400	
92	Malden, Mass					39	36	27		36		2, 000			500		966§		500	
93	Marlborough, Mass										40				324	1, 050	335		360	
94	Milford, Mass*	90		2, 439																
95	New Bedford, Mass*	230		4, 730																
96	Newburyport, Mass*	193		2, 488																
97	Newton, Mass											c2, 700			550	c1, 900	c750		(c750)	
98	Northampton, Mass										31	c1, 000			c372		c309			
99	Pittsfield, Mass										29	c1, 000			c400	c1, 000	c800		c400	

* From Report of the Commissioner of Education for 1879.
a Monthly salaries.
b Including Bibb County.
c These are maximum salaries.
d Salary of male assistant; female assistant, $1,200.
e Maximum salary of principals in primary and grammar schools.
f Maximum salary of assistants in primary and grammar schools.
g Maximum salary in white schools; $360 in colored schools.
h These statistics are for white schools only.
i Includes Alleghany County.
j Salary of supervisors.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1880, *&c.*—Continued.

	City.	Number of scholars in—				Average daily attendance per teacher, excluding special teachers, in—						Average annual salaries of—							
		Private and parochial schools.		All schools, public and private.										Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
		Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Male.	Female.	Male.	Female.	Male.	Female.
	1	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73
100	Quincy, Mass*											$2,000			a$500	$1,000	a$1,000		a$475
101	Salem, Mass*					33	35	19		10	29	2,500			600	1,800	1,800		600, 800
102	Somerville, Mass					52	40	31			44	1,800			495½	1,680	598.75		241½
103	Springfield, Mass	475	360	6,767	4,822						40	3,000			540	1,700	950		545
104	Taunton, Mass	113	73	4,044	2,971	39	31	34		32		1,500			464	914	650		415
105	Waltham, Mass										33	1,700			400	1,400			450
106	Weymouth, Mass*	40		2,142															
107	Woburn, Mass					41	34	21				1,800			400	850	425		
108	Worcester, Mass					42	43	33		16	39	2,430			503	1,800	647½	$200	546½
109	Adrian, Mich																		
110	Ann Arbor, Mich	300		2,177		47	39	34			41	1,800			312½		450		302½
111	Bay City, Mich*						(45)	18				1,700			300	600	550		325
112	Detroit, Mich					54	34	26			44	a3,300		a$825	728	a1,500	1,177		511
113	East Saginaw, Mich	329		3,340		42	41	29	0	0		2,200		500	420	800	500		445
114	Flint, Mich*										36.3	a1,600			a340				a450
115	Grand Rapids, Mich					40	32	26		21		2,000		500	508	1,300		600	466
116	Muskegon, Mich										36	1,200			425		420		a300
117	Port Huron, Mich																		
118	Saginaw, Mich					49	41	28			46	1,600	$900	750	350		300		
119	Minneapolis, Minn											2,500			575	(850)		(550)	
120	St. Paul, Minn					41	27	25			38	2,000			900	1,450	1,200		600
121	Stillwater, Minn	600	400	1,700	1,200						42	1,500			b50				500
122	Winona, Minn										39	1,600	600	(450)		(550)			
123	Vicksburg, Miss*											c180			a315	a630	a495	a405	a405
124	Hannibal, Mo*					68	35				47	350			420	765			420
125	Kansas City, Mo*										50	2,000					ab90		ab50
126	St. Joseph, Mo					53	43	31			50	2,000			575	800	800	500	500
127	St. Louis, Mo					46	33	30	17	31		3,500	2,500		1,000	1,900		555	555
128	Sedalia, Mo*										61	1,200			b38	b57			b40

128	Sedalia, Mo*					46	33	30	17	31		61	3,500 1,200	2,500		1,000 $38		$57	1,000	555	500 555 $40
129	Omaha, Nebr											59	2,400		900		1,200	1,000	700		
130	Virginia City, Nev d											42				$96	$150	$121½			$115
131	Dover, N. H	120	79	2,000	1,515	41	35	30	15	18		31	1,500			332½	1,000	400			400
132	Manchester, N. H	2,050	1,250	6,400	4,068	41	35	35		9		33	1,500			400	1,250				450
133	Nashua, N. H												a1,000			a390	a1,200	a450			a400
134	Portsmouth, N. H														a325		a1,000				a425
135	Camden, N. J												1,000			500	1,200	800			500
136	Elizabeth, N. J											47	450			a650		a700			a500
137	Jersey City, N. J												2,100		(820)		1,500	820			443
138	Newark, N. J*											45	2,250		1,050	700	1,700		1,000		525
139	New Brunswick, N. J					40	39	29				39	c2,500			f560	f1,000	f550			457
140	Orange, N. J					35	33	27				34	g2,200			700					525
141	Paterson, N. J					37	33	23		17		31	2,000		650	600	1,057				496 7/12
142	Plainfield, N. J																				
143	Trenton, N. J	2,604		4,859		48	28	23					500			600	1,000				450
144	Albany, N. Y											41	a2,500		665		1,630				475
145	Auburn, N. Y	1,200	830	4,249	3,062	41	28	27				35	1,800			425		615			407
146	Binghamton, N. Y											37.3	a1,500			a462	a1,000	a800			a462
147	Brooklyn, N. Y												a5,000	a4,000	(a1,500)		a2,700	a1,800	a900		a900
148	Buffalo, N. Y											33	2,500	1,200	1,431	683	1,431	683			556
149	Cohoes, N. Y	500		3,174		38	31	22		20		33	1,500			481		756½			553½
150	Elmira, N. Y												2,000			480	1,500				530
151	Hornellsville, N. Y											32	1,800			325	850	500			350
152	Hudson, N. Y																				
153	Ithaca, N. Y	90	65	2,065	1,449	51	42	21				43	1,800			420		633			410
154	Kingston, N. Y h	197	141	2,086	1,224											400	825				400
155	Lockport, N. Y					43	34	30				39	1,000			600		900			411½
156	Long Island City, N. Y*											47	500			700	1,300	700			525
157	Newburgh, N. Y											40	1,500			670	1,200				483
158	New York, N. Y						(43)						5,225	4,038		1,350	2,625	1,450	1,500		800
159	Ogdensburg, N. Y												1,200			350		550			350
160	Oswego, N. Y					45	30	26	44			41	1,200			380	950	433½			321⅔
161	Poughkeepsie, N. Y					40.2	28.3	25.5				31.3	1,200			375		550			373
162	Rochester, N. Y											37.5	1,800			575	1,250	775			400
163	Rome, N. Y*					47	27	26					a2,000			a350		a700			a350
164	Saratoga Springs, N. Y					38.8	25	14					1,300			400	750				400
165	Schenectady, N. Y																				
166	Syracuse, N. Y					41	40	38				39	1,800			567⅔	1,200	650			400½
167	Troy, N. Y											40	a2,100		a750	a550	a1,350				a425
168	Utica, N. Y	700	350	6,191	4,077	40	41	18	0	24		37	2,300			462	1,800	600			475
169	Watertown, N. Y																				
170	Wilmington, N. C*	936		1,802																	
171	Akron, Ohio					51	44	30				47	2,000			535		670			440
172	Canton, Ohio					45	31	19		24		42	1,500		250	300	770	750			430
173	Cincinnati, Ohio	16,435	14,953	52,556	42,232	48.9	43.5	50.5	38	25.2		47.6	3,500		1,857		2,100		1,324		779
174	Cleveland, Ohio					52	40	30	31			46	a3,300	$1,833		519		933			578

* From Report of the Commissioner of Education for 1879.
a These are maximum salaries.
b Monthly salaries.
c Also county superintendent.
d Exclusive of Gold Hill, a separate district.
e The city superintendent is principal of all public schools.
f Salary of vice principals.
g The city superintendent is principal of high and grammar schools.
h These statistics are for the Kingston school district only.
i Salary of male assistants; female assistants, $1,200.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&c.*—Continued.

	City.	Number of scholars in—				Average daily attendance per teacher, excluding special teachers, in—						Average annual salaries of—							
		Private and parochial schools.		All schools, public and private.										Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
		Enrolled.	Average daily attendance	Enrolled.	Average daily attendance.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Male.	Female.	Male.	Female.	Male.	Female.
	1	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73
175	Columbus, Ohio	1,927		9,829								$3,000	$2,200		$700	$1,000	$1,000	$600	$600
176	Dayton, Ohio										38.4	2,500							
177	Fremont, Ohio					40	40	25			38	a2,000			350		a650		a500
178	Hamilton, Ohio					52	44	34			48	1,600		$625	450	750		650	600
179	Ironton, Ohio										46	1,200			403	570			b50
180	Mansfield, Ohio c					56	47	38			47	1,620			350		520		
181	Newark, Ohio*	250	220	2,104	1,558	41	32	52			41	1,650			370		450		405
182	Portsmouth, Ohio	200	165	2,350	1,768						40	1,300		600		680	492		
183	Sandusky, Ohio	900	580	3,540	2,453	45	44.4	31			43.6	2,000			540	1,000			470
184	Springfield, Ohio*					(38.8)		29.5				2,000		380	415	950		605	512
185	Steubenville, Ohio*					45.5	50.2	42.3			48	1,600			500	875	a600		450
186	Tiffin, Ohio					36.2	45.2	26.2	0	0	37.1	1,200				625	350		400
187	Toledo, Ohio*											a2,000		a600	a600	a700	600		a500
188	Zanesville, Ohio*										35	2,200				700	700		
189	Portland, Oreg					48.8	38	22.9			42.5	a1,800		612	612	1,700	1,700	725	725
190	Allegheny, Pa										45	a1,800		a1,175	a470½				
191	Allentown, Pa															ab54	ab36		
192	Altoona, Pa					49	41	34			46	1,000			328	517		495	450
193	Carbondale, Pa										51	300		200	206	550	200		
194	Chester, Pa										47	500			377		550		500
195	Danville, Pa													(b23½)		ab50	ab50		
196	Easton, Pa*											1,500							
197	Erie, Pa										42	2,000			350		650		410
198	Harrisburg, Pa					41	29	20			36	a1,300		505½	379½	628	507½		a370
199	Lebanon, Pa										45	500			b26	ab58	b54		
200	Meadville, Pa	200	140	2,000	1,628						43	1,200			301½		500		393½
201	New Castle, Pa*	35		1,340								1,000							
202	Norristown, Pa					35	35	29				1,400		700	420	700			482
203	Philadelphia, Pa						(45)	29	40		46				(433½)	1,487½	844½	(429)	

204	Pittsburgh, Pa*	12,000		38,227								1,300			320		425			
205	Reading, Pa*	800	655	6,331	7,012	46	41	29				1,800		350	350	500	400	400	400	
206	Scranton, Pa					49	23	26			25	1,800		350	350	500	400	400	400	
207	Shamokin, Pa	300	254	1,953	1,204	44	40	37				800		278	278	345 7/13	315			270
208	Shenandoah, Pa					61	38	20				1,500		b40	b29½		b32½			
209	Titusville, Pa										34	1,750								
210	Williamsport, Pa					39	32	27				1,200		a306	283	600		(360)		
211	York, Pa										45	a1,650		a324	a324		a450			
212	Lincoln, R. I																			
213	Newport, R. I	795		3,375		46	39	33		16		a2,000			a440	a1,200	a800			
214	Pawtucket, R. I										41	800								
215	Providence, R. I											a2,250			a525	a1,900				a700
216	Warwick, R. I																			
217	Woonsocket, R. I										42	500			400	700	450			
218	Charleston, S. C											1,500		1,200	1,200					
219	Chattanooga, Tenn											1,200		(450)		(800)		(450)		
220	Knoxville, Tenn*										40	1,200		b45	b45	b60	b60	b40	b40	
221	Memphis, Tenn											a1,500		ab60		(ab)100				ab60
222	Nashville, Tenn	400	360	6,498	4,659	47	46	28			40	2,000		600	550	1,000	550	600	550	
223	Houston, Tex																			
224	San Antonio, Tex											a1,500			ab50		ab60			ab60
225	Burlington, Vt																			
226	Rutland, Vt																			
227	Alexandria, Va	1,094	850	2,142	1,654	49	44					350		325	390	750	550	700		450
228	Danville, Va										48	100		b100	b40					b45
229	Lynchburg, Va					37	35	21				1,040		500	355	550	600			467
230	Norfolk, Va										43	1,080			500	900	600			600
231	Petersburg, Va*											960			b43			b50		
232	Portsmouth, Va																			
233	Richmond, Va					40	36	25				1,485		1,093½	367	1,125		382½		388
234	Appleton, Wis	316		1,954																
235	Fond du Lac, Wis										34	500		400	325	550				375
236	Janesville, Wis											1,500			290		b40			
237	La Crosse, Wis											800			400	1,100				500
238	Madison, Wis											2,000			407		555			407
239	Milwaukee, Wis	7,392	6,681	24,477	17,830	51	51	30	22			3,000		(800)		(1,450)		(525)		
240	Oshkosh, Wis																			
241	Racine, Wis	1,034	850	3,336	2,470		(36)	27			35	333		250	550	950	550			400
242	Watertown, Wis		500		1,240							300		500	350	800				450
243	Georgetown, D. C *d*					54	46	37	20		51	2,430	1,650		562	944	777			330
244	Washington, D. C *d*																			

* From Report of the Commissioner of Education for 1879.
a These are maximum salaries.
b Monthly salaries.
c From a return for 1879.
d These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&c.*—Continued.

	City.	Average annual salaries of—										Estimated real value of property used for school purposes.				
		Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.						
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.	Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.
	1	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89
1	Mobile, Ala*	*a*$125	*a*$125	*a*$60	*a*$60								$75,000		$5,000	$1,000	$81,000
2	Selma, Ala													$7,500	(2,750)		10,250
3	Little Rock, Ark	*b*900			*b*600							*b*$630					59,800
4	Los Angeles, Cal*			1,000	1,000								15,000	65,000	3,500	1,000	84,500
5	Oakland, Cal	2,700		1,650	1,200			$780		$1,500	$1,500		119,225	209,500	(36,600)		365,325
6	Sacramento, Cal*	*ab*250		*ab*175	*ab*100			*ab*50	*a*$25					(220,000)		1,500	221,500
7	San Francisco, Cal	*a*260	*a*200	*a*163⅓	*a*122½			*a*50	*a*50	135	*a*135		1,930,000	920,000	185,000	25,000	3,060,000
8	Stockton, Cal	*b*2,000		*b*1,700	*b*900					*b*1,100		*b*1,200	22,750	95,908	11,420	*c*5,158	135,236
9	Denver, Colo. (⅓ of city)	2,000		1,000	1,000												403,000
10	Bridgeport, Conn	1,800			750								57,400	85,800	12,575	8,175	163,950
11	Danbury, Conn																
12	Greenwich, Conn																
13	Hartford, Conn																
14	Meriden, Conn												28,965	129,739	15,055		173,759
15	New Britain, Conn*																
16	New Haven, Conn	*b*2,500		1,200						2,000	2,000		100,000	500,000	40,000	10,000	650,000
17	New London, Conn*																
18	Norwalk, Conn*																
19	Norwich, Conn* *d*									1,000			22,000	65,000	7,000	1,150	95,150
20	Stamford, Conn																
21	Waterbury, Conn																
22	Wilmington, Del	1,300	1,000		605									(250,000)		(18,000)	268,000
23	Jacksonville, Fla*	*b*1,000			*b*480								6,000	14,000	1,500	700	22,200
24	Key West, Fla* *e*	*b*1,000											1,800	14,000	1,000	200	17,000
25	Atlanta, Ga	(*b*1,692)		(*b*850)													175,000
26	Augusta, Ga	1,200		720								765	10,000	12,000	2,000	200	24,200
27	Columbus, Ga												5,000	17,500	2,500	*c*1,500	26,500
28	Macon, Ga *f*	*b*1,350			*b*495								5,000	25,000	3,000		33,000
29	Belleville, Ill												20,000	45,000	6,000	1,000	72,000
30	Chicago, Ill	2,187½		1,215	900					1,500	1,500	*g*1,500	950,237	1,449,650	100,000	3,000	2,502,887

31	Danville, Ill	1,000			495									7,850	57,500	4,000	350	69,700
32	Decatur, Ill*																	
33	Elgin, Ill	800			500									10,000	5,000	500	263	15,763
34	Freeport, Ill*	*ab*80			60								*abg*60					73,000
35	Galesburg, Ill		*b*630	*b*600	*b*450								*b*600	(95,000)		7,000	200	102,200
36	Jacksonville, Ill*	*ab*100		*b*700	550									18,900	120,000	10,000	800	149,700
37	Joliet, Ill																	66,062
38	Ottawa, Ill*	*b*1,800		*b*1,000	*b*675										(80,000)		50	80,050
39	Peoria, Ill	1,500		825	700			*a*35						42,000	156,200	18,000	1,500	217,700
40	Quincy, Ill	1,463		950	683½								*g*450	75,000	115,700	9,000	1,000	200,700
41	Rockford, Ill	1,200		600	600					800				(118,000)		2,500	1,000	121,500
42	Rock Island, Ill	1,050			700									30,000	65,000	6,500	800	102,300
43	Springfield, Ill*																	
44	Fort Wayne, Ind						700			1,200	1,200	800		57,050	145,000	18,100	4,500	224,650
45	Indianapolis, Ind	*b*1,750		(*b*950)			*b*950			1,200	1,350			338,597	565,035	(65,150)		968,782
46	Logansport, Ind	*b*1,200			525					550				28,300	111,500	5,550	500	145,850
47	Madison, Ind*		*ab*90		*ab*60									12,000	60,000	15,000	1,000	88,000
48	Richmond, Ind																	80,300
49	South Bend, Ind	1,000			*a*45									20,000	(86,000)		1,000	107,000
50	Terre Haute, Ind	*b*1,400		*b*700	*b*800					*b*900				*	(225,058)		1,500	226,558
51	Vincennes, Ind*		750		650					650		*g*650						75,000
52	Burlington, Iowa*	1,350		1,050	580		800											150,000
53	Clinton, Iowa		*a*70		*a*360							*a*45		(79,000)		4,000	500	83,500
54	Council Bluffs, Iowa		1,200	750	600							800		18,500	114,000	5,000	1,000	138,500
55	Davenport, Iowa	1,500			900		1,050	*a*36			1,000	1,000		64,000	200,000	26,000	1,200	291,200
56	Des Moines, west side, Iowa	*b*1,300			*b*700									20,000	140,000	8,000	300	168,300
57	Dubuque, Iowa	1,800		1,000	468½							*g*250						160,000
58	Keokuk, Iowa*	1,200		*a*80	*a*60					900		900						100,000
59	Ottumwa, Iowa		1,000		550					600				6,000	50,000	1,500	200	57,700
60	Lawrence, Kans	675		585	585													*100,000
61	Leavenworth, Kans	1,350		800	800										(166,000)		1,500	177,500
62	Topeka, Kans*	*b*1,000			*b*595									10,000	90,000	10,000	1,000	111,000
63	Covington, Ky	*b*1,500										*g*450		90,000	100,000	10,000	1,000	201,000
64	Lexington, Ky*													4,500	22,000	2,500		29,000
65	Louisville, Ky		(2,000)	1,300	886							*g*500		208,090		(658,300)		866,390
66	Newport, Ky				700								(700)	70,000	60,000	3,000	500	133,500
67	Paducah, Ky	*h*1,000			*h*500									*h*5,000	*h*46,000	*h*1,000	*h*50	*h*52,050
68	New Orleans, La	1,125	1,125	900	750										(567,000)		3,000	635,000
69	Auburn, Me	*b*1,200												38,000	75,000	10,000	2,000	143,000
70	Augusta, Me	*b*1,500			*b*500									5,000	70,000	4,000	1,000	80,000
71	Bangor, Me	*b*1,500																150,000
72	Biddeford, Me	1,300		*b*650														70,000
73	Lewiston, Me*	1,700			565		*b*800			800					(176,200)			176,200
74	Portland, Me	*b*2,000		*b*1,100	*b*800	*bj*1,100	*b*600			*b*1,100	(*b*1,400)							350,000
75	Rockland, Me	*b*1,000			*b*500													50,000
76	Baltimore, Md	*b*2,400		*b*2,000						*b*1,200	*b*500				1,123,367	75,000	10,000	1,208,367

*From Report of the Commissioner of Education for 1879.

a Monthly salaries.

b These are maximum salaries.

c Apparatus and books.

d The report here given, exclusive of that of population, is for the central school district only, which comprises about one-half the city.

e Including Monroe County.

f Including Bibb County.

g For German teacher.

h These statistics are for white schools only.

i For principal of normal practice class.

j Salary of teacher in Portland School for the Deaf.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

	City.	Average annual salaries of—											Estimated real value of property used for school purposes.				
		Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.							
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.	Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.
	1	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89
77	Cumberland, Md*a																
78	Frederick, Md*		$450														$250,000
79	Boston, Mass	b$3,780		$2,160	b$1,800	b$3,780		(c)	(c)	b$3,000	b$3,000		$7,000	$10,000	$1,800	$200	19,000
80	Brockton, Mass	b1,700	b700		b550								(7,466,650)				7,466,650
81	Brookline, Mass*												12,775	69,000	8,150	800	90,725
82	Cambridge, Mass	b2,800		b1,700	b900		b$900			b1,500			177,000	380,000	31,000	2,000	590,000
83	Chelsea, Mass*																116,500
84	Chicopee, Mass	1,370			615						(472)		6,750	63,600	3,450	1,800	75,600
85	Fitchburg, Mass	1,500		933⅓	600					500	500	$600	(163,700)		(6,543)		170,243
86	Gloucester, Mass	b1,800		b1,000	575		b1,000				b600		20,000	84,150	10,000	2,000	116,150
87	Haverhill, Mass	1,800		1,100	756					900			71,875	197,400			269,275
88	Holyoke, Mass	1,600		1,000	600					700	(500)		37,559	87,870	7,710	8,679	141,818
89	Lawrence, Mass												30,000	250,000	14,000	6,000	300,000
90	Lowell, Mass																d492,300
91	Lynn, Mass*	1,700		1,100	700					750	(b900)		(466,500)		24,500	2,500	493,500
92	Malden, Mass	1,750			600					600			45,000	142,000	10,600	6,500	204,100
93	Marlborough, Mass	1,200		750	540								13,800	28,000	5,700	600	48,100
94	Milford, Mass*																
95	New Bedford, Mass*																
96	Newburyport, Mass*																
97	Newton, Mass	b2,700		b1,250	b1,000						b900		(465,500)		2,000		467,500
98	Northampton, Mass	b1,600		b700	b440					b1,000			13,500	76,500	5,000	1,000	96,000
99	Pittsfield, Mass	b1,500			b500						b500		13,400	57,900	6,000	1,000	78,300
100	Quincy, Mass*	b1,400			b600								20,000	80,000	15,000	4,000	119,000
101	Salem, Mass*	2,500		1,200	1,100					800			(317,530)		8,400	600	326,530
102	Somerville, Mass	2,200		1,400	830					b1,000							312,000
103	Springfield, Mass	2,600		1,600	720					900	700			(550,000)		3,500	553,500
104	Taunton, Mass	1,500		1,000	625					900			(200,000)		19,000	1,000	220,000
105	Waltham, Mass	1,600		1,000	725			c$42	c$12	900			50,000	140,000	6,000	800	196,800
106	Weymouth, Mass*																
107	Woburn, Mass	b1,800			600					b400			(60,000)		12,000	2,500	94,500

107	Woburn, Mass	b1, 800			600					b400			(80, 000)		12, 000	2, 500	94, 500
108	Worcester, Mass	2, 430		1, 062½	792					1, 500	1, 350		246, 417	598, 100	41, 280	6, 946	892, 743
109	Adrian, Mich													109, 500			109, 500
110	Ann Arbor, Mich	1, 300		900	460					300	200	300	30, 000	100, 000	9, 000	1, 500	140, 500
111	Bay City, Mich*		700		425		600						35, 000	85, 000	20, 000	5, 000	145, 000
112	Detroit, Mich	b2, 006		b1, 200	b900					b1, 200	b1, 000		400, 000	400, 000	60, 000	4, 000	864, 000
113	East Saginaw, Mich	1, 200		650	585					400	375	420	30, 000	120, 000	25, 000	2, 500	177, 500
114	Flint, Mich*	800			b600					b400	(b550)						125, 000
115	Grand Rapids, Mich	2, 000		900	725					1, 000	(1, 000)			(325, 000)	20, 000	4, 000	349, 000
116	Muskegon, Mich	900			550							550					81, 300
117	Port Huron, Mich																
118	Saginaw, Mich	900			500					400	280	280	75, 000	20, 000	4, 500	500	100, 000
119	Minneapolis, Minn	1, 500			675					b1, 300	b1, 000	b1, 200	60, 000	304, 762	12, 000	2, 000	378, 762
120	St. Paul, Minn	1, 600		1, 250	875					1, 200	(1, 350)			(236, 000)	14, 000	1, 000	251, 000
121	Stillwater, Minn				625					b400			15, 000	80, 000	5, 000	500	100, 500
122	Winona, Minn		1, 000	700	600							600					137, 500
123	Vicksburg, Miss*													6, 000	2, 500	150	8, 650
124	Hannibal, Mo*												7, 500	26, 200	4, 800	200	38, 700
125	Kansas City, Mo	be140		be140	be80								160, 000				d200, 000
126	St. Joseph, Mo	1, 300		975	750								28, 280	85, 000	18, 000	2, 000	133, 280
127	St. Louis, Mo	2, 500		1, 600	1, 100	2, 500		187	130	1, 350	700	f555	773, 467	1, 903, 742	167, 000		2, 844, 209
128	Sedalia, Mo*				be40								4, 000	65, 000	3, 600	1, 000	73, 600
129	Omaha, Nebr	1, 800			1, 200												422, 833
130	Virginia City, Nev g	c160			c125									(70, 000)		h1, 500	71, 500
131	Dover, N. H	1, 500			800			300	100	400			5, 000	129, 150	6, 000	900	141, 050
132	Manchester, N. H	1, 800		1, 000	566					800	600			(280, 000)	(6, 200)		286, 200
133	Nashua, N. H	b2, 000			b600			be40		b650				(227, 891)		5, 000	232, 891
134	Portsmouth, N. H	b1, 500			b800							b600	13, 100	60, 000	6, 500	2, 500	82, 100
135	Camden, N. J					1, 000		480	360		1, 000	1, 000					500, 000
136	Elizabeth, N. J	1, 400			b600								12, 200	60, 400	(7, 000)		79, 600
137	Jersey City, N. J	2, 500		1, 150	738									(623, 000)	22, 070	13, 080	658, 150
138	Newark, N. J*	2, 000		1, 200	750		1, 000	be30	be25	250	850	{ f450 f450	} 318, 000		(580, 000)		898, 000
139	New Brunswick, N. J	1, 000		600	616⅔								20, 000	110, 000	5, 000	200	135, 200
140	Orange, N. J			1, 300	650					650	600						125, 000
141	Paterson, N. J	1, 800			663⅓												257, 100
142	Plainfield, N. J																60, 000
143	Trenton, N. J	1, 200			500						475	475	47, 000	83, 000	12, 000	1, 265	143, 265
144	Albany, N. Y	b2, 700		1, 568	634					b1, 485	b1, 200	{ f400 f400 f760	} 168, 250	621, 500	25, 000	2, 500	817, 250
145	Auburn, N. Y	1, 400			530					700	700		21, 000	115, 000	13, 000	3, 300	152, 300
146	Binghamton, N. Y	b1, 500		b1, 000	b630								53, 800	136, 500	5, 000	1, 500	196, 800
147	Brooklyn, N. Y	b3, 000		b1, 800	b1, 000					b1, 200	b1, 000		588, 675	4, 354, 677	140, 000	3, 500	5, 087, 052
148	Buffalo, N. Y	2, 500	1, 500	1, 450	675				f570	1, 100	500	1, 250	175, 850	584, 250	(50, 000)		810, 100

* From Report of the Commissioner of Education for 1879.

a Includes Alleghany County.

b These are maximum salaries.

c In the evening high school the salary of principals is $50 a week; of assistants, $25 a week; in the elementary evening schools the salary of principals is $20 a week; of assistants, $10.

d In 1878.

e Monthly salaries.

f For German teacher.

g Exclusive of Gold Hill, a separate district.

h Apparatus and library.

i For teacher of book-keeping, commercial law, and correspondence.

j For chemistry, French, and German teachers respectively.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

	City.	Average annual salaries of—										Estimated real value of property used for school purposes.				
		Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.						
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.	Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.
	1	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89
149	Cohoes, N. Y	$1,500	.....	.....	$594[a]	.....	.....	.....	.....	$750	.....	.....	$29,000	$61,000	$9,000	$1,000	$100,000
150	Elmira, N. Y	2,000	.....	.....	800	.....	.....	$200	$160	420	.....	.....	25,000	220,000	30,307	.....	275,307
151	Horseellsville, N. Y	a1,800	.....	.....	525	.....	.....	.....	.....	.....	.....	.....	8,000	25,000	2,035	600	35,635
152	Hudson, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,000	20,000	.....	.....	25,000
153	Ithaca, N. Y	1,000	.....	.....	566	.....	.....	.....	.....	300	.....	.....	18,000	30,000	7,000	1,500	56,500
154	Kingston, N. Y[b]	1,350	.....	$1,000	600	.....	.....	.....	.....	300	$300	.....	50,000	90,000	7,000	1,500	148,500
155	Lockport, N. Y	1,400	.....	1,200	600	.....	.....	.....	c850	1,200	400	$850	26,000	72,000	5,000	2,000	105,000
156	Long Island City, N. Y*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10,000	55,000	.....	.....	65,000
157	Newburgh, N. Y	1,800	.....	1,300	700	.....	.....	500	400	.....	.....	.....	30,000	144,000	10,000	1,000	185,000
158	New York, N. Y	.....	.....	.....	.....	$6,000	.....	.....	.....	.....	.....	.....	3,500,000	7,500,000	450,000	250,000	11,700,000
159	Ogdensburg, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9,000	35,000	.....	.....	45,000
160	Oswego, N. Y	1,600	.....	.....	408[d]	.....	.....	.....	.....	.....	.....	.....	28,140	127,090	(15,150)		168,380
161	Poughkeepsie, N. Y	1,800	.....	.....	540	.....	.....	.....	.....	700	.....	.....	23,000	99,000	.....	.....	122,000
162	Rochester, N. Y	1,710	$950	1,160	680	.....	.....	.....	.....	.....	.....	$900	114,750	353,289	30,000	3,000	501,039
163	Rome, N. Y*	1,500	.....	.....	525	.....	.....	.....	.....	.....	(500)	.....	21,000	45,000	5,000	500	71,500
164	Saratoga Springs, N. Y	750	.....	.....	575	.....	.....	.....	.....	800	.....	.....	33,000	35,000	2,500	500	71,000
165	Schenectady, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(72,000)				72,000
166	Syracuse, N. Y	2,000	.....	1,158	675	.....	$700	.....	.....	.....	600	1,200	157,900	575,000	41,600	6,000	779,900
167	Troy, N. Y	e1,900	.....	e1,350	e1,000	.....	.....	.....	.....	e1,350	.....	.....	50,000	185,000	7,000	1,800	243,800
168	Utica, N. Y	2,000	.....	1,000	750	.....	.....	240	120	1,000	750	1,000	87,247	571,957	27,954	1,319	688,477
169	Watertown, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(95,000)				95,000
170	Wilmington, N. C*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(9,000)				9,000
171	Akron, Ohio	.....	1,200	.....	700	.....	.....	.....	.....	600	(800)	.....	.....	.....	.....	.....	105,000
172	Canton, Ohio	.....	1,000	.....	625	.....	.....	.....	.....	700	.....	600	(140,000)		12,000	200	152,200
173	Cincinnati, Ohio	2,000	.....	1,820	1,123	2,200	.....	.....	.....	1,500	1,190	f1,333	.....	.....	.....	.....	2,000,000
174	Cleveland, Ohio	2,200	.....	1,214	907	2,100	.....	.....	.....	2,000	1,850	g1,500	.....	.....	.....	.....	h1,663,335
175	Columbus, Ohio	2,200	.....	1,167	790	.....	.....	.....	.....	1,500	1,500	.....	197,500	474,684	32,400	3,000	707,584
176	Dayton, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	103,000	219,700	24,000	.....	346,700
177	Fremont, Ohio	.....	c800	c600	c450	.....	.....	.....	.....	c500	.....	d600	16,000	40,000	3,000	1,000	60,000
178	Hamilton, Ohio	.....	900	.....	800	.....	.....	.....	.....	700	.....	.....	20,000	100,000	4,900	100	125,000
												d700	18,000	18,700	2,000	500	39,200

178	Hamilton, Ohio		900			800					500		d600	16,000	40,000	3,000	1,000	60,000
											700			20,000	100,000	4,900	100	125,000
179	Ironton, Ohio					522							d700	18,000	18,700	2,000	500	39,200
180	Mansfield, Ohio*		720			675					540	(450)		12,000	120,000	8,000	500	140,500
181	Newark, Ohio*	900				575						d900	900	11,200	75,000	8,800	300	95,300
182	Portsmouth, Ohio		900	700		800							d700	65,000	100,000	14,000	1,000	180,000
183	Sandusky, Ohio		1,000			525					700		d450	24,000	175,000	4,500	500	204,000
184	Springfield, Ohio*	1,200		875		700					1,000	600	750	28,670	81,950	8,199	1,000	119,819
185	Steubenville, Ohio*	1,300				675			j25				j40	17,500	100,000	8,000	400	125,900
186	Tiffin, Ohio		700			475					300							30,000
187	Toledo, Ohio*	e1,000				e800					{ d900 k500	{ e400	e900	125,000	375,000	50,000	1,000	551,000
188	Zanesville, Ohio*	1,000				700					800	800	900					175,000
189	Portland, Oreg	1,700	1,700	1,050	1,050							1,100		60,000	90,000	8,500	550	159,050
190	Allegheny, Pa										900							927,355
191	Allentown, Pa	ej63	ej45															415,000
192	Altoona, Pa	648				450								29,545	67,265	4,560	250	101,620
193	Carbondale, Pa	700				260								6,000	16,000	2,500	500	25,000
194	Chester, Pa	950				687												100,000
195	Danville, Pa	ej85				ej40												75,000
196	Easton, Pa*																	255,200
197	Erie, Pa	e1,650	900	750	600						350	320						293,200
198	Harrisburg, Pa	e900	e900	667½	543.7						e650	e500		(371,750)		21,431	2,540	395,721
199	Lebanon, Pa	ej90	ej85											10,000	65,000	6,000	4,000	85,000
200	Meadville, Pa		900			500								20,000	100,000	12,000	4,000	136,000
201	New Castle, Pa*																	
202	Norristown, Pa	1,400			400						300	250		60,000	92,000	14,000	600	166,600
203	Philadelphia, Pa	2,190.4		1,567.4		2,007⅞		j30	j30					1,611,103	4,068,700	313,500	40,000	6,033,303
204	Pittsburgh, Pa*	2,200																1,900,000
205	Reading, Pa*	1,220		712	600									11,400	242,700	18,910	500	273,510
206	Scranton, Pa	1,000	500	500	500			ej20	ej20	i500				50,000	200,000	47,000	3,000	300,000
207	Shamokin, Pa	425			382½									15,000	20,000	4,700	300	40,000
208	Shenandoah, Pa	f75			f37½			j25						6,000	50,200	4,800	500	61,500
209	Titusville, Pa		750		575						400	350						64,275
210	Williamsport, Pa	720			480									30,500	98,500	10,000	2,150	141,150
211	York, Pa	e1,150		e675	e450													125,000
212	Lincoln, R. I																	69,000
213	Newport, R. I	3,500		e2,200	e1,200	e1,200	e500	e100	e150	e900	e900			34,006		(174,002)		208,008
214	Pawtucket, R. I	e1,200			e700					e800								176,000
215	Providence, R. I	e2,100	e1,400	e1,900	e1,000					e1,700		m1,000						*1,450,000
216	Warwick, R. I																	29,100
217	Woonsocket, R. I	1,200		600	550													124,650
218	Charleston, S. C					240				900								125,000
219	Chattanooga, Tenn		(800)		(500)									(34,000)		3,000		37,000
220	Knoxville, Tenn*		j60	j60	j45	j45								(26,000)		(2,200)		28,200
221	Memphis, Tenn				(e775)									31,500	96,000	11,400	150	139,050
222	Nashville, Tenn	1,650	650	1,250	650					1,050		(1,000)		48,000	135,000	10,000	600	193,600

*From Report of the Commissioner of Education for 1879.
a The city superintendent is principal of high school.
b These statistics are for the Kingston school district only.
c For French and German teacher.
d For German teacher.
e These are maximum salaries.
f The principal of the school for deaf-mutes receives $1,200 and the male and female assistants $400 and $300 respectively.
g The average salary of German teachers is $650 and the salary of a teacher of book-keeping is $1,000.
h In 1878.
i From a return for 1879.
j Monthly salaries.
k For French teacher.
l For teacher of elocution.
m For teacher of sewing.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&c.*—Continued.

	City.	Average annual salaries of—										Estimated real value of property used for school purposes.				
		Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.						
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.	Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.
	1	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89
223	Houston, Tex																$21,100
224	San Antonio, Tex	a$480															45,000
225	Burlington, Vt																
226	Rutland, Vt																
227	Alexandria, Va												$3,000	$22,000	$1,000	$0	28,000
228	Danville, Va			b$60									3,600	16,000	500		20,100
229	Lynchburg, Va	1,100		834													34,000
230	Norfolk, Va												15,250	40,000	2,250	1,500	59,000
231	Petersburg, Va*	b80		b60								b$75					59,500
232	Portsmouth, Va																c10,500
233	Richmond, Va	1,125	$675	483⅓	$456⅓								40,000	200,800	17,063	1,680	259,603
234	Appleton, Wis												15,000	45,000		800	60,800
235	Fond du Lac, Wis	1,200			633⅓								22,000	98,700	3,810	600	125,110
236	Janesville, Wis		b58⅓										16,000	75,000	5,000	500	96,500
237	La Crosse, Wis	a1,600		a800	a500								18,000	60,000	5,000	400	83,400
238	Madison, Wis	2,000			555					$296			10,000	90,000	3,000	500	103,500
239	Milwaukee, Wis	2,250		(1,050)				a$1,200		a$800	a1,200	a$1,200	d1,000	209,000	432,000	52,288	2,800	696,588
240	Oshkosh, Wis													28,000	100,000		2,600	130,600
241	Racine, Wis	1,900		600	475									15,000	57,000	(8,820)		80,820
242	Watertown, Wis	1,200		400	500			$125						12,000	22,000	2,000	1,500	37,500
243	Georgetown, D. C e	1,300	1,200	750	750		1,350			640	675			181,225	610,050	68,875		860,150
244	Washington, D. C e																

* From Report of the Commissioner of Education for 1879.
a These are maximum salaries.
b Monthly salaries.
c In 1878.
d For teacher of calisthenics.
e These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

	City.	Total taxable property in the city.		Tax for school purposes.		Receipts.									Expenditures.		
							Amount received from interest on permanent fund.			Amount received from taxation.					Permanent.		
		Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	State.	County.	Local.	State.	Local.	Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Sites and buildings.	Furniture and apparatus.	Libraries.
	1	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105
1	Mobile, Ala*	a$14,639,000	.....	1	1	$112	$14,251	$8,765	$15,027	$2,564	.....	.....	.....	$40,719	.....	.....	.....
2	Selma, Ala	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,818	.....	.....	.....
3	Little Rock, Ark	.....	$5,435,000	.....	7	2,026	.....	.....	.....	.....	.....	.....	.....	33,354	$3,500	.....	.....
4	Los Angeles, Cal*	.....	6,879,144	.....	.8	10,874	0	0	0	17,943	$12,953	$154	.....	41,924	($3,608)		$227
5	Oakland, Cal	43,037,415	28,619,610	.....	2.8	9,191	.....	.....	.....	86,287	109,455	1,219	$1,889	178,041	15,234	2,456	67
6	Sacramento, Cal*	.....	b12,000,000	.....	.....	22,483	.....	.....	.....	27,287	34,088	500	11,565	96,923	8,615	.....	18
7	San Francisco, Cal	.....	217,487,074	.....	2.46	45,934	.....	.....	.....	432,183	419,691	.....	c69,924	967,732	31,932	9,000	1,344
8	Stockton, Cal	.....	6,000,000	1.7	1.7	22,651	0	0	0	14,240	25,697	3,755	.....	66,343	0	304	96
9	Denver, Colo. (⅓ of city)	32,000,000	16,000,000	4	8	.....	.....	.....	.....	.....	107,435	.....	.....	107,435	40,000	3,000	500
10	Bridgeport, Conn	.....	11,720,503	.....	3.25	9,471	.....	.....	642	15,274	40,500	52	127	66,066	.....	245	209
11	Danbury, Conn	.....	5,185,300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35,469	1,604	(d206)	.....
12	Greenwich, Conn	.....	3,590,067	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12,580	.....	.....	.....
13	Hartford, Conn	.....	45,558,490	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	184,474	.....	(d1,434)	.....
14	Meriden, Conn	8,968,214	8,938,214	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	32,000	.....	.....	.....
15	New Britain, Conn*	.....	4,619,659	.....	.....	.....	7,483	.....	553	.....	17,458	.....	777	26,271	354	(d290)	.....
16	New Haven, Conn	*60,000,000	47,000,000	.....	3.5	22,192	11,116	.....	.....	21,392	160,297	1,705	1,783	218,485	26,509	c907	d996
17	New London, Conn*	.....	6,567,581	.....	.....	.....	4,889	.....	3,183	.....	16,894	.....	100	25,066	.....	(d200)	.....
18	Norwalk, Conn*	.....	6,034,499	.....	.....	.....	7,538	.....	685	.....	21,562	.....	1,409	31,194	.....	(d69)	.....
19	Norwich, Conn* f	9,095,800	6,821,918	1.8	2.5	.....	.....	.....	.....	7,923	17,238	.....	3,680	28,841	.....	.....	135
20	Stamford, Conn	.....	6,648,145	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	29,040	7,992	.....	.....
21	Waterbury, Conn	.....	7,810,731	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	53,178	10,130	(d300)	.....
22	Wilmington, Del	23,000,000	23,000,000	2.5	2.5	29,742	1,543	.....	.....	664	42,910	.....	245	75,104	0	0	0
23	Jacksonville, Fla*	.....	.....	.....	.....	0	.....	.....	.....	g1,900	g13,000	0	0	g14,200	0	0	g100

* From Report of the Commissioner of Education for 1879.

a The assessed valuation of personal property only is included.

b In 1878.

c Includes $69,418 from poll tax.

d For libraries and apparatus.

e For furniture.

f The report here given, exclusive of that of population, is for the central school district only, which comprises about one-half of the city.

g Includes returns from entire county.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

	City.	Total taxable property in the city.		Tax for school purposes.		Receipts.									Expenditures.		
							Amount received from interest on permanent fund.			Amount received from taxation.					Permanent.		
		Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	State.	County.	Local.	State.	Local.	Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Sites and buildings.	Furniture and apparatus.	Libraries.
	1	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105
24	Key West, Fla* a	$1,000,000	$1,200,000	.....	.....	$0	$797	.....	.....	.....	$6,543	.....	$1,800	$9,140	$700	.....	.....
25	Atlanta, Ga	20,000,000	.....	.....	.....	732	.....	.....	.....	$3,708	645,872	$522	154	50,988	.....	.....	.....
26	Augusta, Ga	23,428,516	15,124,609	1.8	1.8	13,022	.....	.....	.....	5,019	17,451	1,201	5	36,598	.....	$148	.....
27	Columbus, Ga	4,250,000	4,102,072	1.91	1.98	535	.....	.....	.....	1,226	68,774	.....	2,197	12,732	250	.....	$50
28	Macon, Ga c	.....	8,000,000	.....	2	149	.....	.....	.....	2,830	15,700	121	490	19,290	.....	179	.....
29	Belleville, Ill	5,589,603	1,863,201	6.1	18.3	9,806	.....	.....	.....	5,253	23,231	215	30	38,535	.....	806	.....
30	Chicago, Ill	.....	117,133,726	.....	7.58	65,958	.....	.....	$14,167	102,367	797,315	415	119,520	1,099,742	274,189	10,462	.....
31	Danville, Ill	5,000,000	2,000,000	5.4	13.5	1,374	2,555	.....	103	.....	31,036	77	10	35,155	1,950	(221)	.....
32	Decatur, Ill*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(97)	.....	.....
33	Elgin, Ill	3,715,428	1,857,714	3.25	6.5	6,419	.....	$35	.....	2,601	10,221	0	0	19,286	0	30	.....
34	Freeport, Ill*	3,824,220	1,529,688	.....	13	3,245	.....	(3,713)	.....	3,757	29,915	295	26,671	33,926	.....	300	.....
35	Galesburg, Ill	5,124,480	2,562,240	3.13	6.25	.....	.....	.....	360	4,198	16,176	95	.....	20,829	.....	.....	.....
36	Jacksonville, Ill*	3,000,000	2,398,530	.....	10.2	2,646	.....	.....	.....	3,701	28,917	120	2,048	37,432	509	183	.....
37	Joliet, Ill	5,915,340	3,549,200	.....	6.6	5,491	3,445	.....	.....	.....	19,733	51	067	29,387	406	424	.....
38	Ottawa, Ill*	.....	1,465,511	.....	16	1,897	.....	2,774	.....	.....	27,767	80	.....	32,518	.....	1,700	.....
39	Peoria, Ill	21,428,000	6,967,857	2	6	3,834	.....	.....	.....	10,157	39,750	119	4,126	57,986	15,046	.....	.....
40	Quincy, Ill	16,000,000	3,400,000	1.87	4.68	555	.....	.....	.....	10,064	28,793	.....	1,373	40,785	.....	.....	.....
41	Rockford, Ill	3,861,005	3,907,752	6	5.9	.....	5,376	.....	.....	.....	18,076	460	1,762	25,674	.....	.....	.....
42	Rock Island, Ill	7,744,221	2,581,407	3.5	10	1,481	.....	.....	.....	3,466	27,664	.....	200	32,811	250	.....	.....
43	Springfield, Ill*	.....	.....	.....	.....	.....	.....	8,497	.....	(21,115)		687	147	30,446	.....	.....	.....
44	Fort Wayne, Ind	11,809,110	11,809,110	3.3	3.3	59,529	4,334	2,234	.....	32,453	33,106	.....	6,834	138,490	1,478	1,284	275
45	Indianapolis, Ind	.....	50,255,000	.....	1.8	111,949	.....	.....	.....	33,130	95,722	.....	27,370	268,171	45,715	4,930	10,360
46	Logansport, Ind	.....	3,723,330	.....	2.5	10,183	7,000	.....	.....	6,349	26,845	109	1,172	51,658	776	114	50
47	Madison, Ind*	5,500,000	4,250,000	.....	.....	12,748	.....	.....	.....	(21,500)		16,902	.....	51,150	3,425	.....	.....
48	Richmond, Ind	*10,600,000	*8,381,005	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
49	South Bend, Ind	9,000,000	4,873,270	7	14	17,378	13,695	.....	.....	7,897	.....	.....	.....	38,970	.....	650	120
50	Terre Haute, Ind	*25,000,000	*14,000,000	.....	d3.7	16,413	.....	.....	.....	28,693	25,324	125	103	70,658	881	206	.....
51	Vincennes, Ind*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11,450	.....	.....	.....

52	Burlington, Iowa*	10,000,000	4,000,000	3.2	8	5,977				9,245	46,328	184	309	62,043	(4,504)			
53	Clinton, Iowa				13		3,500				18,532			22,032	0	0	0	
54	Council Bluffs, Iowa	10,000,000	3,703,000	3.4	13	17,136				5,037	20,575	4	25,300	68,052	13,308	1,596		
55	Davenport, Iowa	16,000,000	4,270,895	2.67	10	29,675		(c11,467)			58,866	524	256	100,788		544	12	
56	Des Moines, west side, Iowa.	6,500,000	3,201,530	6.5	13	21,257		3,570			37,588		3,203	65,618	6,291	514		
57	Dubuque, Iowa	12,885,310	7,731,186		7.5	2,318	10,114				38,000		8	50,440		3,128		
58	Keokuk, Iowa*	6,000,000	4,000,000		6.5									49,000		200	100	
59	Ottumwa, Iowa	*3,522,960	*1,585,332											*28,016				
60	Lawrence, Kans		1,556,583											20,423		155		
61	Leavenworth, Kans	8,000,000	3,220,000		5		7,021				15,876	1,708	f15,818	40,423				
62	Topeka, Kans*	2,430,181			8	719				1,830	18,710			21,259				
63	Covington, Ky	18,000,000	14,000,000		2.5					11,823	43,241	486	54	55,604	4,000			
64	Lexington, Ky*	5,000,000	4,152,875		1.5					6,627	7,973	58		14,658				
65	Louisville, Ky	68,208,000	66,208,000		4.5	0	0	0	0	50,966	160,979	1,815		213,760	0	0	0	
66	Newport, Ky	12,000,000	6,800,000	1.4	2.5	248				8,442	17,028	56	4,370	30,144	0	0	0	
67	Paducah, Ky	4,000,000	2,913,930		3.5	g1,296	0	0	g230	g3,140	g4,200	g70	0	g8,936	0	0	0	
68	New Orleans, La		97,350,470							35,714	133,130			218,844		2,480		
69	Auburn, Me	5,180,000	5,180,000							4,857	12,000	8	15	16,880		646		
70	Augusta, Me	4,768,828			2.25	0	0	0	0	3,252	16,115	300		19,667	0	500		
71	Bangor, Me	*12,000,000	*9,642,461											28,207				
72	Biddeford, Me		*5,682,000							5,945	13,500	0		19,445				
73	Lewiston, Me*		9,152,121		2.5					2,424	23,000	71	3	32,498	h2,765			
74	Portland, Me	31,153,656	31,153,656	2.5	2.5	0	0	0	0	15,773	76,991	1,380		94,144	13,432			
75	Rockland, Me	3,616,962	3,616,962	3.8	3.8	47					(11,196)			11,243				
76	Baltimore, Md	250,000,000	250,000,000		1.7					147,304	366,518	46,163	130	i617,153		7,138	500	
77	Cumberland, Md*j		18,000,000			240				18,000	35,000			53,240				
78	Frederick, Md*										(7,296)			7,296		85		
79	Boston, Mass	613,322,691	613,322,691			0			13,555		1,652,245	10,446	25,836	1,702,082		(136,878)		
80	Brockton, Mass		6,300,000				303		324	27,227				27,854	1,100			
81	Brookline, Mass*		22,493,900						114		(36,000)	176		36,290				
82	Cambridge, Mass		49,529,060		3.2						161,724	556	768	163,048	7,986			
83	Chelsea, Mass*		15,377,402								47,491			k47,491				
84	Chicopee, Mass	6,534,368	4,900,775	4.5	6.2		305				26,675	259	1,164	28,403		689	81	
85	Fitchburg, Mass		9,132,844		3.7	1,366	221	0	0	0	34,200	120	96	36,003	2,924		0	
86	Gloucester, Mass	12,151,725	8,101,150	2.84	4.26		0	0	0		48,445		20,887	69,332	20,000	900	400	
87	Haverhill, Mass	9,861,955	9,861,955	4.56	4.56	0	290		430	45,500		107		46,327	2,700			
88	Holyoke, Mass	13,344,921	10,675,937	3.4	4.26	2,450				313	33,000	33	636	36,432	7,148	1,012		
89	Lawrence, Mass	30,000,000	24,000,000	2	2.5	623					60,000	220		i69,663				
90	Lowell, Mass		41,102,017											183,546	33,278	(739)		
91	Lynn, Mass*	22,487,864	22,487,864	4	4						83,000	33	3,784	86,817		1,000	200	
92	Malden, Mass	14,000,000	10,747,905	2.69	3.5						38,498	15		38,513		500		
93	Marlborough, Mass		5,562,563		5.61		830		408		20,000			21,238		191		
94	Milford, Mass*		4,375,096											22,594				
95	New Bedford, Mass*		25,772,718											75,000				
96	Newburyport, Mass*		7,409,588											25,331				

* From Report of the Commissioner of Education for 1879.
a Including Monroe County.
b From poll tax and city appropriation.
c Including Bibb County.
d Including State taxes.
e Amount received from temporary and permanent funds.
f Includes amount received from interest and other funds.
g For white schools only.
h Special appropriation; not included in either receipts or expenditures.
i Includes overdraft.
j Includes Alleghany County.
k Total of specified items only, and probably not the whole receipts for school purposes.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&c.*—Continued.

	City.	Total taxable property in the city.		Tax for school purposes.		Receipts.									Expenditures.		
		Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	Amount received from interest on permanent fund.			Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Permanent.		
							State.	County.	Local.	State.	Local.				Sites and buildings.	Furniture and apparatus.	Libraries.
	1	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105
97	Newton, Mass	$30,000,000	$35,200,100	.....	3.32	.....	$0	$0	$0	$0	$83,613	$500	$0	$84,113	$0	$0	$0
98	Northampton, Mass	7,131,900	6,612,270	3	3.3	$918	198	.....	54	.....	22,000	118	327	23,615	0	0	0
99	Pittsfield, Mass	7,414,405	7,414,405	3.34	3.34	.....	.....	.....	.....	.....	30,810	161	230	31,201	.....	305	90
100	Quincy, Mass*	.....	.....	.....	.....	577	.....	.....	75	169	41,244	.....	.....	42,065	8,000	.....	.....
101	Salem, Mass*	26,000,000	22,937,077	3.1	5.5	.....	0	1,224	.....	.....	79,346	400	106	81,076	a11,000	1,516	1,746
102	Somerville, Mass	.....	20,458,100	.....	3.93	.....	.....	.....	.....	.....	80,000	.....	.....	80,000	.....	.....	.....
103	Springfield, Mass	.....	31,148,675	.....	2.8	.....	.....	.....	.....	.....	90,000	455	66	90,521	1,210	389	.....
104	Taunton, Mass	20,291,797	15,218,848	2.25	3	0	0	0	0	0	46,280	100	0	46,380	0	300	0
105	Waltham, Mass	.....	8,827,150	.....	3.8	.....	197	.....	.....	.....	33,885	146	.....	34,228	22,500	100	.....
106	Weymouth, Mass*	.....	5,293,032	.....	.....	.....	.....	.....	.....	.....	24,500	.....	1,408	b25,908	.....	(50)	.....
107	Woburn, Mass	8,258,033	8,258,033	3.3	3.3	246	236	.....	.....	.....	33,500	219	.....	34,201	.....	244	.....
108	Worcester, Mass	45,000,000	41,006,862	3.19	3.57	0	0	0	.....	0	143,828	27	352	144,207	23,732	837	.....
109	Adrian, Mich	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	32,163	.....	.....	.....
110	Ann Arbor, Mich	4,712,760	1,570,920	4	1.3	1,950	1,166	.....	.....	.....	20,111	4,814	480	28,522	1,209	210	52
111	Bay City, Mich*	7,651,130	7,651,130	2.25	2.25	13,787	2,139	.....	.....	16,115	19,279	96	321	51,687	6,048	.....	.....
112	Detroit, Mich	84,363,790	84,363,790	2.15	2.15	90,432	17,711	0	0	0	188,731	531	13,142	310,547	19,125	1,500	.....
113	East Saginaw, Mich	7,516,635	7,516,635	5.2	5.2	692	2,503	144	0	0	39,134	119	561	43,154	0	803	703
114	Flint, Mich*	4,386,186	4,836,186	.....	5.8	249	1,221	.....	.....	2,409	25,712	1,193	25	30,809	.....	.....	500
115	Grand Rapids, Mich	25,000,000	8,652,761	.....	8.1	14,380	4,493	.....	.....	.....	70,331	1,073	5,147	95,424	3,766	697	4,365
116	Muskegon, Mich	.....	*1,284,755	.....	.....	3,059	.....	.....	.....	2,619	21,950	68	379	28,075	.....	(1,102)	.....
117	Port Huron, Mich	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
118	Saginaw, Mich	4,000,000	4,000,000	6.96	6.96	8,365	1,269	.....	.....	9,097	14,000	192	192	33,115	.....	.....	200
119	Minneapolis, Minn	35,123,599	23,415,733	2	3	11,779	7,837	.....	.....	22,329	73,409	651	1,011	117,016	3,263	1,868	.....
120	St. Paul, Minn	.....	23,000,000	.....	2.5	4,427	9,983	.....	.....	.....	82,220	228	57,440	154,298	6,300	1,200	.....
121	Stillwater, Minn	4,000,000	2,660,316	.....	2.6	4,683	.....	.....	.....	1,563	21,749	95	.....	27,991	250	748	.....
122	Winona, Minn	4,512,984	3,760,820	14	.....	9,629	2,717	.....	.....	3,938	25,772	120	3,300	45,476	.....	.....	.....
123	Vicksburg, Miss*	.....	3,000,000	.....	3	.....	.....	.....	.....	1,500	9,000	0	0	10,500	.....	.....	.....
124	Hannibal, Mo*	.....	2,760,000	.....	4	4,019	.....	.....	.....	3,178	10,493	.....	.....	17,690	.....	.....	.....

125	Kansas City, Mo*		8,100,000		4	18,079	7,701	4,196	82,099						112,075	10,732	1,308	
126	St. Joseph, Mo	12,000,000	8,500,000	2.9	4	5,726		2,731		5,595	43,968	122	102		58,244	2,784	265	
127	St. Louis, Mo	214,144,813	160,608,610	3.5	5	369			51,820	74,726	745,423	342	22	134	894,814	1,502	5,477	13,508
128	Sedalia, Mo*		1,870,147		7	11,016	2,001	951			14,840	72			28,880			
129	Omaha, Nebr	16,500,000	5,500,000	3	9					8,824	47,102	80	23	107	79,113	5,138	10,757	
130	Virginia City, Nev	3,000,000	3,000,000		5					(97,699)					97,699		940	60
131	Dover, N. H	11,052,909	7,368,606	1.9	1.3	634	1,246				20,662	57			22,599		300	20
132	Manchester, N. H	25,000,000	17,825,116	2.19	3.07	1,462				1,567	54,821	259			58,109	6,000	383	
133	Nashua, N. H		8,940,480			1,585				17,402	9,000	77	1,510		29,574			
134	Portsmouth, N. H	10,000,000	6,370,000							705	22,640		25		23,370		300	
135	Camden, N. J	22,000,000	12,000,000		4.5	4,490				40,312	50,000		2,111		96,914	6,241	1,204	
136	Elizabeth, N. J	12,000,000	12,000,000	3	3	2,941	2,190			22,039	11,756		15		38,941		828	
137	Jersey City, N. J	90,000,000	59,405,602		2	0	11,958			121,711	52,680	0	0		186,349		3,926	1,000
138	Newark, N. J*		82,140,700			702				140,449	63,500		254		204,905	2,969		
139	New Brunswick, N. J	10,792,000	5,396,000	2.3	4.6	227				18,628	29,015	611	486		48,968		42	
140	Orange, N. J	7,000,000	4,314,000		2.5	1,926				13,393	10,000	401	20,072		45,791	15,488	249	
141	Paterson, N. J	*19,169,609	*19,169,609			0	4,242	0	0	42,241	37,500	0			83,983	1,000	1,100	
142	Plainfield, N. J														25,780			
143	Trenton, N. J	*20,000,000	*12,933,083		15		2,845			29,537	19,500				51,882			
144	Albany, N. Y	74,170,850	37,087,425	1.9	3.9	74,652				48,172	145,478	1,100	3,566		272,968	13,876	1,512	1,185
145	Auburn, N. Y	11,515,420	8,636,565	2.95	3.94	9,940	643			11,810	30,534	780	264		53,971	12,598	3,751	78
146	Binghamton, N. Y	8,924,300	5,826,900	3	4.6	6,907				10,620	27,000	952	50		45,530	6,760	87	507
147	Brooklyn, N. Y	400,000,000				182,792				269,584	796,565		57,728		1,306,669	70,235	13,740	
148	Buffalo, N. Y	89,237,320	89,237,320							79,372	269,694	66	1,963		351,095	598	1,219	1,968
149	Cohoes, N. Y	10,982,664	3,660,888	2.4	7.2	5,944				10,196	26,054	22	34		42,250		150	291
150	Elmira, N. Y	*13,730,918	*13,730,918	4.6	4.6	6,000				13,047	50,523	1,000			70,570	10,189	311	
151	Hornellsville, N. Y	6,000,000	1,793,100	1.5	5.2					4,691	9,596	89	192		14,568	8,000	1,000	62
152	Hudson, N. Y														21,158	(6,237)		
153	Ithaca, N. Y	6,000,000	2,451,218	2.3	5.7	427	d7,033	283			14,056	1,309	1,889		24,977	4,218	863	198
154	Kingston, N. Y	5,475,440	5,475,440	3.28	3.28		388		572	5,586	18,342	417	518		25,823		178	18
155	Lockport, N. Y	8,250,000	5,270,780	2.1	3.2	9,895	250			8,779	17,000	1,895	3		37,822	634	1,224	216
156	Long Island City, N. Y*		4,681,847		7.5					9,752	31,740				41,492		575	
157	Newburgh, N. Y	17,000,000	8,591,859	1.8	3.6	1,439				10,542	31,400	627	151		44,139	3,320	1,965	2,613
158	New York, N. Y	1,906,276,212	1,143,765,727			431,181					3,415,882				3,847,063	183,846	31,060	
159	Ogdensburg, N. Y					8,610				6,507					f15,117		3,000	
160	Oswego, N. Y		8,701,599		3	1,014				13,364	26,089	147	469		41,083	3,472	2,039	29
161	Poughkeepsie, N. Y		11,518,865	1.84	2	14,092				12,270	23,687				50,049		439	2,736
162	Rochester, N. Y	85,000,000	35,840,809	1.51	3.58	0	0	0	0	46,113	128,632	1,287	1,426		177,458	11,994	3,991	930
163	Rome, N. Y*	4,398,205	4,398,205	3.2	3.2	1,530	567			5,993	14,378	222			22,690	1,977	599	
164	Saratoga Springs, N. Y	19,594,667	3,916,934	.75	3.6	12,356				5,965	14,000	63	93		32,477	1,964	340	197
165	Schenectady, N. Y														23,092	(1,234)		126
166	Syracuse, N. Y	27,915,938	27,915,938	3	3	5,500				30,956	92,000	1,294	92		129,842	21,491	1,009	2,080
167	Troy, N. Y	46,492,376	15,497,492	2.3		13,520				28,356	62,500	1,000	1,023		106,399	0		
168	Utica, N. Y	22,321,500	17,244,900	2.3	3	36,076				20,091	66,800	432	1,687		125,086	14,129	2,236	741
169	Watertown, N. Y														39,373	(4,124)		642
170	Wilmington, N. C*	4,844,218	4,844,218	.8		6,004				(11,874)			392		18,270	2,101		
171	Akron, Ohio	9,973,792	7,473,792	4.5	6	26,432	429			6,097	35,954	1,283	5,000		75,795	9,641		

* From Report of the Commissioner of Education for 1879.

a Paid out of special appropriation for this purpose, and therefore not included in total.

b Total of specified items only, and probably not the whole receipts for school purposes.

c Exclusive of Gold Hill, a separate district.

d Including State tax.

e These statistics are for the Kingston school district only.

f Total of items reported

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

	City.	Total taxable property in the city.		Tax for school purposes.		Receipts.									Expenditures.		
		Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	Amount received from interest on permanent fund.			Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Permanent.		
							State.	County.	Local.	State.	Local.				Sites and buildings.	Furniture and apparatus.	Libraries.
	1	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105
172	Canton, Ohio	.....	$5,185,426	.....	5	$10,910	$454	.....	.....	$5,642	$25,927	.....	$5,491	$48,424	$9,747	$100	$150
173	Cincinnati, Ohio	.....	170,000,000	.....	3.2	85,738	1,351	.....	$12,462	134,483	438,322	$6,407	6,493	685,256	46,617	14,463	20,700
174	Cleveland, Ohio	$220,941,582	73,647,194	1.6	4.7	15,714	.....	.....	.....	73,009	293,438	568	7,663	390,452	35,998	11,126	.....
175	Columbus, Ohio	44,000,000	27,500,000	3.4	5.5	34,721	201	.....	.....	21,267	148,666	61	388	205,304	62,455	2,197	1,249
176	Dayton, Ohio	a30,000,000	a19,000,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	189,262	.....	.....	.....
177	Fremont, Ohio	3,000,000	2,000,000	4.6	7	3,112	.....	.....	.....	3,435	8,969	350	84	15,950	0	50	50
178	Hamilton, Ohio	7,250,000	6,509,151	4.5	5	11,499	539	.....	.....	7,752	32,063	53	151	52,057	.....	.....	.....
179	Ironton, Ohio	3,535,420	2,963,139	2.4	2.88	914	256	.....	.....	4,042	15,051	212	272	20,748	2,151	.....	.....
180	Mansfield, Ohio b	16,830,000	5,610,000	.....	5	5,615	234	.....	.....	4,299	23,655	204	.....	34,007	.....	.....	.....
181	Newark, Ohio*	.....	.....	.....	5	18,005	.....	.....	.....	5,481	21,884	192	340	45,902	.....	.....	.....
182	Portsmouth, Ohio	5,000,000	4,694,617	.....	5	16,209	116	.....	.....	5,228	25,337	542	1,677	49,108	.....	342	.....
183	Sandusky, Ohio	10,062,562	4,020,854	3	7	6,184	846	.....	.....	9,220	27,607	200	12,921	56,978	.....	.....	.....
184	Springfield, Ohio*	15,000,000	10,000,000	.....	5.5	9,687	.....	.....	.....	7,818	42,374	871	5,313	66,063	2,620	.....	.....
185	Steubenville, Ohio*	.....	5,344,420	.....	4.5	14,656	6,897	.....	63	.....	24,781	254	52	46,703	.....	.....	.....
186	Tiffin, Ohio	.....	.....	.....	5.5	10,096	39	.....	.....	4,374	14,011	70	114	28,674	300	1,800	.....
187	Toledo, Ohio*	.....	18,687,955	.....	6	39,469	662	.....	.....	23,184	90,721	554	35,061	189,642	.....	251	.....
188	Zanesville, Ohio*	.....	.....	.....	3.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
189	Portland, Oreg	13,500,000	9,500,000	.....	4.5	133	3,321	$20,047	.....	0	41,797	1,348	1,844	68,490	9,072	1,906	.....
190	Allegheny, Pa	.....	46,000,000	.....	4.25	19,275	14,394	.....	.....	.....	178,889	.....	48,279	280,837	11,596	(47,006)	
191	Allentown, Pa	9,500,000	.....	5.5	.....	5,713	.....	.....	260	(50,607)		.....	5,967	62,637	.....	.....	.....
192	Altoona, Pa	5,598,000	1,866,000	5	15	2,390	.....	.....	.....	3,312	22,379	383	.....	28,464	8,733	691	.....
193	Carbondale, Pa	2,500,000	815,602	3.3	9	.....	.....	.....	.....	1,591	6,702	.....	.....	8,293	.....	146	.....
194	Chester, Pa	.....	*6,543,292	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	49,948	.....	.....	.....
195	Danville, Pa	2,090,883	.....	.....	10	253	1,607	.....	7,108	.....	.....	.....	.....	8,968	.....	.....	.....
196	Easton, Pa*	.....	9,201,624	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	42,095	.....	.....	.....
197	Erie, Pa	25,000,000	14,100,000	.....	4	12,390	5,722	.....	.....	.....	48,617	.....	70	66,799	11,509	.....	.....
198	Harrisburg, Pa	15,770,262	5,250,754	4.3	13	425	.....	.....	.....	.....	71,376	13	11,251	83,065	.....	745	.....
199	Lebanon, Pa	2,000,000	1,250,000	.....	10	2,665	.....	.....	.....	1,868	17,136	.....	151	21,820	.....	90	.....
200	Meadville, Pa	3,425,575	2,055,355	7	11	427	0	0	0	c2,491	23,003	885	0	26,816	815	836	.....

201	New Castle, Pa*	4, 910, 563	1, 227, 642												11, 118				
202	Norristown, Pa		6, 433, 862		7	3, 252					29, 450	1, 254	17, 228	51, 184	18, 986	310			
203	Philadelphia, Pa		536, 667, 834			696					1, 378, 093		145, 154	1, 523, 943	48, 650	11, 496			
204	Pittsburgh, Pa*		110, 404, 598			159, 428	c27, 000				(361, 766)		8, 073	556, 207		(35, 925)			
205	Reading, Pa*		18, 000, 000		3	33, 959	10, 354				75, 081		3, 665	123, 059	23, 065				
206	Scranton, Pa	30, 000, 000	10, 000, 000	4	6	16, 183				8, 004	76, 888	0	0	101, 075	600	4, 010			
207	Shamokin, Pa	5, 000, 000								1, 840	11, 389			13, 229	3, 220				
208	Shenandoah, Pa	3, 400, 000	1, 517, 143		10	5, 839	1, 469				15, 900	82	8, 988	32, 278	8, 490	1, 133			
209	Titusville, Pa					3, 696						284		d3, 980					
210	Williamsport, Pa	12, 000, 000	7, 250, 000	3	5.5	0	c4, 646				32, 781	168		37, 595		500			
211	York, Pa	*8, 561, 833			3.5	1, 298				(19, 908)		348	12, 931	34, 485					
212	Lincoln, R. I		8, 586, 023		1.4									27, 158		(8, 000)			
213	Newport, R. I	20, 478, 550	25, 009, 300	1	1.2	0	4, 722		6, 560		32, 039	397	1, 073	44, 791	1, 560	247	216		
214	Pawtucket, R. I		17, 839, 212											51, 000					
215	Providence, R. I		168, 547, 728							23, 466	207, 158	562	9, 007	240, 193	12, 880	3, 000			
216	Warwick, R. I		11, 002, 963											13, 232		(875)			
217	Woonsocket, R. I		8, 527, 565								18, 000	272		18, 272		(5, 508)			
218	Charleston, S. C		26, 422, 000		3						59, 000		6, 142	65, 142					
219	Chattanooga, Tenn	4, 942, 488	3, 294, 902		7					(19, 218)		110	500	19, 828	7, 787	111			
220	Knoxville, Tenn*					1, 544	0	0	0	3, 928	7, 500	580	108	13, 660	0				
221	Memphis, Tenn		12, 624, 440		1					e19, 367	15, 621	400		35, 388					
222	Nashville, Tenn	13, 700, 000	13, 700, 000	5	5	0	0	0	0	3, 631	61, 002	0	f24, 709	89, 342		169			
223	Houston, Tex	*6, 000, 000	*5, 000, 000											*17, 591					
224	San Antonio, Tex	12, 000, 000	8, 436, 556			5, 798	9, 022		6, 530				1, 200	22, 550	4, 500	375			
225	Burlington, Vt													b19, 170		566			
226	Rutland, Vt																		
227	Alexandria, Va	3, 500, 000	3, 770, 330	2.3	1.9	30	0	0	0	5, 336	7, 200	0	50	12, 616	0	225	0		
228	Danville, Va	2, 718, 620	2, 718, 620			0	408	0	0	1, 171	2, 576	0	1, 844	5, 999	0	0			
229	Lynchburg, Va		7, 750, 780		1.4	70				5, 252	13, 630	300		19, 252		474			
230	Norfolk, Va	9, 674, 451	9, 674, 451			553	0	0	0	7, 493	11, 500	0	0	19, 546	725	9	0		
231	Petersburg, Va*					51				1, 854	12, 300		366	14, 571					
232	Portsmouth, Va	a2, 948, 478	a2, 948, 478											9, 690		(451)			
233	Richmond, Va	39, 766, 706	39, 766, 706	17. 25	17. 25	12, 622				24, 905	70, 000		914	108, 441	8, 610	337			
234	Appleton, Wis													22, 886	731	(384)			
235	Fond du Lac, Wis		3, 412, 120		6	187				2, 171	20, 503	132	370	23, 363		(771)			
236	Janesville, Wis	3, 000, 000	2, 470, 785	4. 8	5	1, 303				1, 423	17, 319	120	894	21, 059		125			
237	La Crosse, Wis	6, 000, 000	3, 188, 133	4. 8	8. 9		1, 600				30, 000	75		31, 675	3, 200	400			
238	Madison, Wis	6, 000, 000	4, 500, 000		4	0	1, 950	0	0		18, 775	678	210	21, 613	654	0	1		
239	Milwaukee, Wis		56, 857, 854		8. 3	111, 528				14, 807	175, 303	0		301, 638					
240	Oshkosh, Wis		4, 686, 310											43, 052	g10, 376				
241	Racine, Wis	7, 911, 330	7, 911, 330	3	3	681	2, 182				24, 025	(8, 917)		35, 805	4, 800	2, 536			
242	Watertown, Wis	2, 000, 000	1, 500, 000	4	5. 5	4, 532	1, 754				9, 150	197	678	16, 311		625			
243	Georgetown, D. C	81, 377, 253	81, 377, 253			0	0	0	2, 225	0	426, 579	0	132	428, 936	h43, 067	h2, 435	0		
244	Washington, D. C																		

* From Report of the Commissioner of Education for 1879.
a In 1878.
b From a return for 1879.
c From State appropriation.
d Total of items reported.
e From State and county.
f From a bank loan.
g For building and repairing.
h These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&c.*—Continued.

	City.	Expenditures.													Average expenses per capita.	
		Payment of indebtedness.		Tuition.		Incidental or contingent expenses.										
		Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
	1	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
1	Mobile, Ala[a]	.....	.....	.....	$34,613	.....	$621	$606	$1,925	$304	$1,338	.....	$1,200	$40,607	.....	.....
2	Selma, Ala	.....	.....	.....	1,510	.....	.....	.....	.....	.....	.....	.....	.....	[c]1,510	.....	.....
3	Little Rock, Ark	.....	$1,234	$1,500	16,711	$529	708	.....	.....	.....	.....	.....	4,082	28,264	$11 00	$3 21
4	Los Angeles, Cal[a]	.....	.....	1,500	22,000	.....	.....	.....	.....	.....	.....	.....	[b]4,206	31,541	20 24	3 62
5	Oakland, Cal	.....	.....	8,760	117,466	900	8,495	1,747	1,378	530	3,778	$673	6,221	167,705	22 93	4 68
6	Sacramento, Cal[a]	.....	.....	.....	51,148	.....	.....	.....	.....	.....	.....	.....	[b]17,118	76,899	23 00	11 00
7	San Francisco, Cal	.....	.....	77,150	562,109	7,800	41,205	7,054	7,908	216	39,060	2,411	21,854	[c]875,448	22 70	4 53
8	Stockton, Cal	.....	.....	900	29,118	600	3,137	850	.....	452	355	21	1,287	37,120	23 12	5 85
9	Denver, Colo. (⅛ of city)	$20,000	.....	3,000	30,000	500	3,000	2,000	1,500	500	1,000	.....	2,352	107,352	16 80	5 56
10	Bridgeport, Conn	.....	.....	2,200	42,506	125	2,669	1,898	615	.....	9,303	136	1,371	61,337	12 68	4 57
11	Danbury, Conn	.....	.....	.....	18,208	.....	.....	.....	.....	.....	.....	.....	[b]7,587	27,604	.....	.....
12	Greenwich, Conn	.....	.....	.....	10,810	.....	.....	.....	.....	.....	.....	.....	[b]1,770	12,580	.....	.....
13	Hartford, Conn	.....	.....	.....	107,577	.....	.....	.....	.....	.....	.....	.....	[b]46,921	155,932	.....	.....
14	Meriden, Conn	.....	.....	600	26,010	.....	2,240	1,480	.....	.....	.....	310	.....	30,640	14 48	2 18
15	New Britain, Conn[a]	.....	.....	.....	18,689	.....	.....	941	.....	.....	905	.....	5,092	26,271	.....	.....
16	New Haven, Conn	[d]1,365	.....	.....	134,148	5,175	8,214	4,558	1,425	56	2,873	557	6,713	193,586	17 44	.....
17	New London, Conn[a]	.....	.....	.....	18,756	.....	.....	1,123	.....	.....	1,722	.....	3,265	25,066	.....	.....
18	Norwalk, Conn[a]	.....	.....	.....	23,029	.....	.....	1,980	.....	.....	1,043	.....	4,436	30,557	.....	.....
19	Norwich, Conn[a e]	650	2,832	2,000	17,381	25	1,139	181	.....	115	2,806	38	1,539	28,841	20 37	6 14
20	Stamford, Conn	.....	.....	.....	16,733	.....	.....	.....	.....	.....	.....	.....	[b]4,316	29,041	.....	.....
21	Waterbury, Conn	.....	.....	.....	23,106	.....	.....	.....	.....	.....	.....	.....	[b]13,225	46,761	.....	.....
22	Wilmington, Del	.....	.....	1,600	48,758	650	2,475	2,718	925	411	2,456	4,427	1,120	65,540	11 26	3 39
23	Jacksonville, Fla[a]	0	[f]2,000	([f]12,500)		0	[f]216	[f]200	[f]148	[f]600	[f]475	0	0	[f]16,239	.....	.....
24	Key West, Fla[a g]	.....	.....	400	8,011	.....	240	.....	.....	.....	.....	.....	213	9,564	8 00	.....
25	Atlanta, Ga	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	51,073	.....	.....
26	Augusta, Ga	.....	.....	1,597	20,384	520	.....	328	834	.....	1,166	.....	.....	24,977	.....	.....
27	Columbus, Ga	.....	.....	1,500	8,327	.....	180	256	.....	66	431	609	35	11,704	8 50	1 61
28	Macon, GaA	.....	.....	1,800	17,056	.....	135	206	385	8	67	.....	300	20,136	.....	.....

27	Columbus, Ga			1,500	8,327			180	256		66	431		609	35	11,704	8 50	1 61			
28	Macon, Ga			1,800	17,056			135	206	385	8	67			300	20,136					
29	Belleville, Ill	12,508		1,500	18,052		1,417	275			130	3,120	35	521	38,362	10 47	3 57				
30	Chicago, Ill	80,955		60,000	523,037	9,362	46,254	28,058	19,735		20	20,565	1,253	15,951	1,084,511	13 75	3 21				
31	Danville, Ill	(2,701)		1,200	13,738									52,162	21,972	11 33	1 76				
32	Decatur, Ill*	5,000		(16,104)										57,468	28,609	11 80					
33	Elgin, Ill			1,000	9,315	75	730	872	0			624		181	12,827	12 41	2 99				
34	Freeport, Ill*	3,900		(14,770)										55,099	24,129						
35	Galesburg, Ill			1,600	15,021		1,395					1,414		3,519	22,949	11 40	2 43				
36	Jacksonville, Ill*	3,434	2,000	1,500	18,000	400	900	402	0	171		2,059	(700)		30,348	15 24	3 11				
37	Joliet, Ill	1,080	0			(16,489)		62,806		49		2,244			23,498						
38	Ottawa, Ill*	5,842	417		13,750	100	2,220	576				1,432	99	786	26,922	12 00	2 25				
39	Peoria, Ill			5,211	34,176	400	3,641	1,213	200	322		3,091		531	63,831						
40	Quincy, Ill	1,502	3,253	1,350	25,502	528	1,738	1,180	230	490		440	205	1,856	38,274	11 29	2 80				
41	Rockford, Ill	256		3,600	18,286	200	(3,019)		250			263			25,873	10 00	2 00				
42	Rock Island, Ill	5,640	464	2,300	15,720	200	2,477	604	100	225		782		2,800	31,562	11 35	4 53				
43	Springfield, Ill*		568	(25,279)				760				109		1,354	28,070						
44	Fort Wayne, Ind			7,950	39,405	1,510	3,482	1,673	84	1,020		894		1,553	60,608	16 81	3 63				
45	Indianapolis, Ind	8,442		10,750	122,877	2,945	8,930	4,786	720	863		10,576	500	12,243	244,637	14 74	4 65				
46	Logansport, Ind	29,273		1,500	13,647	300	1 180	1,070				365	150	870	49,295	12 55	3 24				
47	Madison, Ind*		12,438		18,541	900	1,386	500		200		2,000		617	40,007						
48	Richmond, Ind																				
49	South Bend, Ind			600	13,027	300	1,040	1,300		200		800		3,093	21,130	9 90	5 49				
50	Terre Haute, Ind	0	699	2,500	41,388	860	3,057	816		405		1,137		1,734	53,683	14 75	2 69				
51	Vincennes, Ind*				9,900	300	750								[f]15,372						
52	Burlington, Iowa*			1,650	35,655	400	3,207	1,294		721		1,116	57	3,123	51,727	16 00	4 25				
53	Clinton, Iowa	5,000		1,600	12,642	125	1,272	496		300		275	166		21,876						
54	Council Bluffs, Iowa			1,600	18,804	200	2,188	879	500	578		1,488		220	41,361	15 69	4 66				
55	Davenport, Iowa			(55,036)		990	4,695	27				2,265	18	1,211	64,798	16 68	2 82				
56	Des Moines, west side, Ia	12,169		1,500	24,516	500	2,170	1,050		170		4,116		2,275	55,271	16 65	6 53				
57	Dubuque, Iowa		0		35,347	1,483	3,429	2,697		112		2,318		1,149	49,662	14 22	4 37				
58	Keokuk, Iowa*				21,700	1,805	1,100		560						[g]34,700	12 50					
59	Ottumwa, Iowa														*35,692	*14 02	*3 29				
60	Lawrence, Kans			1,000	11,788	648	918	540		213		2,602		1,068	18,932						
61	Leavenworth, Kans	12,875	782			(19,009)		510		567		518	(1,194)		35,455	8 73	1 67				
62	Topeka, Kans*			1,000	14,252	522	1,322	1,128	35	53		632	141	597	19,682	11 24					
63	Covington, Ky	5,869	4,098		32,987	420	2,250	588	234	18		2,393		3,460	56,317						
64	Lexington, Ky*														18,319	[k]	[k]				
65	Louisville, Ky			30,880	133,697	2,400	10,240			881		6,167	(13,434)		197,699	12 19	2 45				
66	Newport, Ky	2,920	54	1,500	19,634	275	1,625	[e]968	0	0		544	0	378	27,898	10 40	1 87				
67	Paducah, Ky	0	0	0	[d]6,750	[d]60	[d]300	[d]400	0	[d]75			[d]10	[d]1,101	[d]8,696	[d]9 67	[d]2 79				
68	New Orleans, La			3,310	198,199	3,000	11,789	2,524	9,572			13,217		6,353	250,444	12 80	3 03				
69	Auburn, Me				13,207		609	843	36			233	615	975	17,164	9 60	2 95				
70	Augusta, Me	4,347		425	16,000	0	550	800	0			500	50	200	17,372	12 00					
71	Bangor, Me						1,254	1,317					247		30,564	9 17					
72	Biddeford, Me				13,000										19,500						
73	Lewiston, Me*			(25,323)			1,406	1,666				1,020	1,991	1,038	32,444	12 05	3 38				

* From Report of the Commissioner of Education for 1879

a Amount paid for teaching only.

b For all incidental or contingent expenses.

c Includes $66,315 paid on account of fiscal year 1878–'79.

d For interest only.

e The report here given, exclusive of that of population, is for the central school district only, which comprises about one-half of the city.

f Total expenditure for county and city.

g Including Monroe County.

h Including Bibb County.

i Includes some other incidental expenses.

j Items not all reported.

k Average of entire expense per capita: for white schools, $14.08; for colored, $7.54.

l These statistics are for white schools only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

	City.	Expenditures.													Average expenses per capita.	
		Payment of indebtedness.		Tuition.		Incidental or contingent expenses.								Total expenditure.		
		Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.		Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
	1	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
74	Portland, Me	.....	.....	$2,250	$59,415	$1,000	$3,100	$3,500	.....	.....	$8,437	$1,200	$1,810	$94,144	$13 72	$4 38
75	Rockland, Me	$0	$0	250	8,811	.....	646	650	.....	.....	629	.....	151	11,147	8 22	1 89
76	Baltimore, Md	.....	.....	4,380	481,310	3,600	21,000	12,625	$29,762	.....	7,477	33,336	16,104	617,152	16 21	4 13
77	Cumberland, Md*a	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78	Frederick, Md*	.....	.....	.....	5,668	.....	53	339	97	$20	85	792	157	7,296	6 87	1 87
79	Boston, Mass	.....	.....	26,880	1,108,579	26,800	74,594	540,920	c5,235	.....	d93,280	91,791	88,208	1,603,165	24 61	9 12
80	Brockton, Mass	.....	.....	.....	19,936	700	1,400	1,600	.....	.....	2,290	75	600	27,707	.....	.....
81	Brookline, Mass*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
82	Cambridge, Mass	.....	.....	2,700	128,816	300	(e18,776)		.....	.....	.....	3,451	1,369	163,348	19 88	3 56
83	Chelsea, Mass*	.....	.....	2,000	f47,491	.....	.....	.....	.....	.....	.....	.....	.....	g49,491	.....	.....
84	Chicopee, Mass	.....	.....	1,600	15,938	378	1,250	761	30	10	6,664	33	2,067	29,501	19 00	12 72
85	Fitchburg, Mass	0	0	1,800	26,680	0	1,482	2,057	65	38	1,552	300	2,160	38,458	15 74	4 32
86	Gloucester, Mass	0	0	3,750	31,143	.....	1,560	2,007	384	.....	4,000	900	2,848	67,912	10 82	3 63
87	Haverhill, Mass	0	0	.....	37,764	909	2,839	1,906	.....	163	5,681	374	932	52,728	15 98	5 19
88	Holyoke, Mass	.....	.....	1,660	26,100	835	1,874	1,800	.....	.....	3,000	524	1,934	A46,121	17 72	6 54
89	Lawrence, Mass	.....	.....	2,094	55,632	700	3,213	4,253	.....	.....	.....	.....	3,771	69,663	.....	.....
90	Lowell, Mass	.....	.....	.....	102,749	.....	.....	.....	.....	.....	.....	.....	.....	168,971	.....	.....
91	Lynn, Mass*	9,000	.....	(62,887)		1,339	5,686	3,301	125	.....	1,190	951	5,022	90,701	13 71	4 19
92	Malden, Mass	.....	.....	2,000	26,966	.....	2,078	1,266	.....	340	3,623	453	2,148	39,374	15 30	5 34
93	Marlborough, Mass	.....	.....	780	14,887	151	971	856	.....	.....	851	1,192	1,195	21,074	9 47	3 27
94	Milford, Mass*	.....	.....	1,500	15,952	.....	.....	.....	.....	.....	.....	.....	.....	23,404	.....	.....
95	New Bedford, Mass*	.....	.....	2,300	e76,404	.....	.....	.....	.....	.....	.....	.....	128	g78,832	.....	.....
96	Newburyport, Mass*	.....	.....	.....	e26,066	.....	.....	.....	.....	.....	.....	.....	.....	26,815	.....	.....
97	Newton, Mass	0	0	2,700	61,688	300	4,105	4,169	.....	.....	.....	.....	10,651	83,613	22 95	5 84
98	Northampton, Mass	0	0	1,000	17,796	.....	96	1,106	.....	.....	2,030	249	327	23,475	11 35	2 82
99	Pittsfield, Mass	.....	.....	1,300	21,675	100	1,418	1,592	.....	102	1,597	1,466	1,632	31,267	12 95	4 45
100	Quincy, Mass*	.....	.....	2,000	23,244	.....	1,062	1,125	.....	.....	2,321	314	.....	38,606	.....	.....
101	Salem, Mass*	.....	.....	3,500	57,920	.....	2,916	2,614	450	.....	3,614	550	7,251	81,077	20 88	5 93

102	Somerville, Mass				1,600	60,715		3,268	3,249	843	(6,276)		530	3,934	79,624	15 61	4 27
103	Springfield, Mass				3,000	67,104		5,275	3,468			7,189	309	2,706	90,550	15 71	4 58
104	Taunton, Mass				1,600	35,251	375	2,357	1,494	300	250	2,500	500	1,753	46,680	14 21	3 98
105	Waltham, Mass				1,700	24,636		1,460	1,314	193		995	600	1,352	54,849		
106	Weymouth, Mass*				1,630	*c*24,500								170	*g*26,350		
107	Woburn, Mass				1,800	22,587		1,648	1,602			1,600	689	1,015	31,185	13 29	3 57
108	Worcester, Mass	0	0		2,673	132,597	2,670	5,587	5,953	1,229		4,982	1,045	6,254	167,559	14 97	3 60
109	Adrian, Mich	7,323	7,643			12,198								*h*4,636	31,800		
110	Ann Arbor, Mich	4,900			1,500	16,151	100	1,086	1,013		169	866		1,232	28,428	11 90	2 91
111	Bay City, Mich*	7,200			1,200	18,886		1,850	1,200		200	2,000	80	5,742	44,356	12 60	6 91
112	Detroit, Mich	0	0		3,300	151,186	3,500	12,526	7,321	719	152	9,487	173	5,047	214,036	12 92	3 65
113	East Saginaw, Mich	750	0		3,320	26,055	850	3,543	278	200	622	3,247	100	2,068	42,545	12 00	4 87
114	Flint, Mich*	9,412			1,400	13,096	400	1,635	345		55	500	20	490	27,853		
115	Grand Rapids, Mich	11,247			2,000	45,995	300	3,795	1,200		135	2,183	300	3,067	79,052	13 36	3 63
116	Muskegon, Mich	8,325			1,200	11,792								*h*3,900	26,319	12 05	3 62
117	Port Huron, Mich																
118	Saginaw, Mich	7,200			1,600	12,406	200	1,200	1,300		200	331	53	1,000	25,600	10 73	2 38
119	Minneapolis, Minn	13,946			2,800	68,729		5,528	4,871	417	713	2,903	100	3,306	108,444	16 18	3 04
120	St. Paul, Minn	(54,536)			2,000	53,344	500	5,100	2,745	1,700	820			5,154	133,399	18 26	5 28
121	Stillwater, Minn	5,525			1,600	9,234	100	1,257	514	120	295	1,015		4,062	24,120	12 79	9 20
122	Winona, Minn	8,714			2,100	14,956	400	1,412	442			500		449	28,974		
123	Vicksburg, Miss*					9,000		495	300			150			9,945		
124	Hannibal, Mo*	2,880			350	12,520	225	630	528	81	234	866		568	18,882	9 73	2 37
125	Kansas City, Mo*	18,250			3,247	35,744		2,914	1,178	328		(4,450)			78,141		
126	St. Joseph, Mo			$165	2,000	32,241		2,709	1,405	1,906	519	2,777		1,751	48,522	12 02	3 88
127	St. Louis, Mo	62,000			(504,410)		22,900	56,939	12,905	5,881	29	33,323	13,032	26,246	848,152	*j*15 60	*j*2 94
128	Sedalia, Mo*	3,936			1,200	9,025	135	630	421	360		1,029			16,736		
129	Omaha, Nebr	15,000			3,000	36,999	400	3,806	2,191		384	1,218	516	904	80,304		
130	Virginia City, Nev					33,026	120	3,070						7,220	44,437	25 88	8 93
131	Dover, N. H				1,500	16,394		1,300	700			1,299	260	761	22,535	13 14	3 17
132	Manchester, N. H				1,680	37,583	100	2,240	2,890		100	5,038	440	1,377	57,832	13 93	4 32
133	Nashua, N. H				1,000	21,542								*i*7,370	29,912	(11 84)	
134	Portsmouth, N. H					17,066	100	828	1,769	450	0	1,890	300	593	23,296		
135	Camden, N. J	11,553	0		900	53,192	1,255	6,815	2,250	0	348	7,008	5,486	573	96,825		
136	Elizabeth, N. J				4,527	22,400	330	2,250	1,876	1,100	173		1,775	582	35,841	12 01	3 60
137	Jersey City, N. J				44,400	102,600	3,800	12,000	5,927	908		5,436	5,651	1,761	187,409		
138	Newark, N. J*				35,880	126,858	1,875	10,121	3,150	1,140	592	10,254	6,139	8,970	207,868	14 08	3 66
139	New Brunswick, N. J	5,580	16,378		3,500	19,259	200	1,700	745		110	364	407	195	48,480	12 78	2 09
140	Orange, N. J				3,990	15,528	(1,490)		770	755		901	171	463	39,805	19 86	4 63
141	Paterson, N. J	5,250	0		(54,155)		1,000	6,064		250		3,185	3,818		76,022	11 40	3 93
142	Plainfield, N. J																
143	Trenton, N. J				3,700	29,800	200	2,040	904	512	73	1,863	138	2,514	41,744	14 81	3 65
144	Albany, N. Y				2,125	141,209	1,700	6,878	6,319	392		12,538	3,004	5,448	196,186	15 62	3 93
145	Auburn, N. Y				1,800	26,350		1,802	1,883		30	3,250		1,248	52,790	12 61	3 68
146	Binghamton, N. Y				1,500	28,615		2,533	520	300	35	844	36	2,210	43,947	12 75	2 12
147	Brooklyn, N. Y				(732,378)		24,649		19,707	7,950	(44,106)		68,786	3,787	985,340	14 81	

* From Report of the Commissioner of Education for 1879.
a Includes Alleghany County.
b Fuel, gas, and water.
c Rent and taxes.
d Repairs, furniture, apparatus, &c.
e Includes repairs.
f Includes board, fuel, care of fires and school rooms.
g Total of specified items only; probably does not include all expenditures.
h Includes incidental expenses of evening schools.
i For all incidental or contingent expenses.
j Based on average number belonging.
k Exclusive of Gold Hill, a separate district.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&c.*—Continued.

	City.	Expenditures.													Average expenses per capita.	
		Payment of indebtedness.		Tuition.		Incidental or contingent expenses.										
		Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Heat.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
	1	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
148	Buffalo, N. Y	.....	$3,100	$4,500	$282,927	.....	$9,541	$8,743	$1,775	$820	$23,581	$453	$7,979	$347,204	$19 75	$3 83
149	Cohoes, N. Y	.....	.....	800	22,027	$600	2,277	2,043	250	377	2,063	200	3,303	34,351	14 25	6 94
150	Elmira, N. Y	$9,205	.....	(39,960)		2,000	2,880	2,200	.....	175	1,800	125	2,000	70,845	13 00	3 68
151	Hornellsville, N. Y	.....	.....	1,400	9,475	200	780	500	.....	100	233	10	113	21,873	13 47	2 39
152	Hudson, N. Y	.....	.....	.....	8,705	.....	.....	.....	.....	.....	.....	.....	a705	15,047	.....	.....
153	Ithaca, N. Y	.....	.....	1,800	13,910	.....	925	653	.....	144	333	721	1,124	24,889	11 35	2 89
154	Kingston, N. Y b	95	.....	1,400	15,149	298	1,279	555	.....	.....	2,892	.....	606	22,472	15 11	1 35
155	Lockport, N. Y	.....	.....	1,000	22,267	183	1,385	1,780	200	654	1,821	145	910	32,419	14 68	4 47
156	Long Island City, N. Y c	.....	.....	500	c30,120	.....	.....	1,096	5,938	(984)	.....	1,641	369	41,223	14 57	4 86
157	Newburgh, N. Y	1,129	.....	1,500	28,567	.....	1,006	1,202	.....	755	905	347	166	44,135	13 55	2 27
158	New York, N. Y	.....	.....	32,775	d2,651,161	47,860	102,773	77,115	32,270	.....	61,501	137,228	58,293	3,415,882	20 26	3 90
159	Ogdensburg, N. Y	.....	.....	.....	10,800	.....	700	1,698	25	400	1,500	61	3,079	21,263	.....	.....
160	Oswego, N. Y	.....	.....	800	25,018	400	3,006	2,447	125	186	93	141	1,175	38,931	9 42	2 40
161	Poughkeepsie, N. Y	.....	.....	1,200	24,905	250	1,800	1,189	177	0	2,866	.....	2,213	37,835	12 95	4 20
162	Rochester, N. Y	0	0	1,800	119,162	600	6,210	5,920	211	.....	13,005	881	5,272	169,976	14 66	3 89
163	Rome, N. Y e	4,138	.....	800	11,559	.....	845	692	.....	1,064	.....	.....	.....	21,674	12 15	2 55
164	Saratoga Springs, N. Y	1,172	.....	1,300	12,561	.....	961	836	.....	80	725	.....	868	21,004	12 70	3 18
165	Schenectady, N. Y	.....	.....	.....	18,774	.....	.....	.....	.....	.....	.....	.....	a2,958	23,092	.....	.....
166	Syracuse, N. Y	.....	.....	(85,553)		2,410	5,569	2,922	102	794	4,806	1,115	1,986	129,842	12 35	2 56
167	Troy, N. Y	.....	.....	2,100	80,396	1,225	6,583	3,067	1,350	.....	5,801	526	5,351	106,399	14 69	4 25
168	Utica, N. Y	.....	.....	2,300	48,767	300	3,884	2,163	125	51	4,244	1,547	4,102	84,589	13 97	4 40
169	Watertown, N. Y	.....	.....	.....	17,991	.....	.....	.....	.....	.....	.....	.....	a6,616	29,373	.....	.....
170	Wilmington, N. C e	.....	.....	.....	8,999	.....	.....	.....	.....	.....	.....	.....	a966	11,486	.....	.....
171	Akron, Ohio	26,487	.....	2,000	27,508	.....	.....	.....	.....	.....	.....	.....	a9,892	75,728	11 86	3 97
172	Canton, Ohio	1,995	.....	1,500	19,590	150	2,900	.....	.....	.....	.....	.....	2,924	39,056	10 95	3 10
173	Cincinnati, Ohio	.....	.....	72,570	461,944	31,515	26,225	1,528	2,537	.....	11,614	659	17,521	707,893	20 17	2 12
174	Cleveland, Ohio	13,314	.....	10,800	256,226	3,702	20,582	6,634	1,053	1,780	8,396	326	16,641	386,638	15 83	3 51
175	Columbus, Ohio	.....	15,000	5,200	98,656	.....	11,287	3,719	210	40	5,297	149	7,211	209,670	16 94	4 69

176	Dayton, Ohio			(89, 908)										a61, 912	151, 818	19 57		
177	Fremont, Ohio	0	0	1,500	9,392									a2, 897	13, 889	16 00	4 26	
178	Hamilton, Ohio	9, 247		1,600	17, 642									a5, 023	34, 513	12 87	4 03	
179	Ironton, Ohio			1,200	13, 666	75	700	200						3, 170	21, 162	10 65	2 44	
180	Mansfield, Ohio c	5, 178		1,620	13, 897		(5, 651)								26, 346	11 50	4 08	
181	Newark, Ohio*			1,650	17, 000									a4, 180	22, 830			
182	Portsmouth, Ohio	6, 987		1,300	18, 590	115	1, 499	309	150		1, 153			952	31, 397	12 40	2 60	
183	Sandusky, Ohio	12, 452	6, 900	2,000	19, 663	250	1, 900	1, 100		240	2, 300	236		587	47, 627	11 56	3 53	
184	Springfield, Ohio*	7, 055		2,000	20, 291		3, 250							4, 148	46, 364	15 14	3 57	
185	Steubenville, Ohio*	3, 942		1,600	18, 149									a5, 391	29, 082	10 73	2 92	
186	Tiffin, Ohio			1,200	11, 092	100	975	631			1, 700			567	18, 365	13 24	4 28	
187	Toledo, Ohio*	66, 398		2,000	57, 298	700	3, 418	4, 981	420	778				2, 887	139, 131	12 53	2 76	
188	Zanesville, Ohio*			2, 137	35, 311									a12, 019	49, 467	17 24	5 53	
189	Portland, Oreg	8, 530		1,800	36, 042	2, 069	2, 828	1, 519		221	1, 844			2, 480	68, 412	19 34	5 60	
190	Allegheny, Pa	(74, 464)			106, 375	1, 180	7, 389							4, 516	252, 527	12 85	1 58	
191	Allentown, Pa	27, 071	5, 572	(17, 828)										a3, 078	53, 549	7 33		
192	Altoona, Pa	1, 725	384	1,000	15, 573	145	1, 937	517	167	236	691			681	32, 480	7 62	2 01	
193	Carbondale, Pa			300	6, 037	366	110	208		30	264			135	7, 596	5 83	1 02	
194	Chester, Pa			500	*20, 000										*50, 200			
195	Danville, Pa	1, 190			6, 826	75		935			418				9, 444			
196	Easton, Pa*														39, 564			
197	Erie, Pa	8, 405		2, 000	35, 353	550	3, 674	2, 467		376	873	218		3, 000	68, 425	12 80	3 83	
198	Harrisburg, Pa	6, 447	16, 000	1, 300	44, 694	1, 380	3, 840	2, 412	229		2, 187			779	80, 014	12 05	2 81	
199	Lebanon, Pa	6, 858		500	9, 401	200	383	677			729			219	19, 057	9 43	2 10	
200	Meadville, Pa	3, 715		1, 200	15, 151	200	1, 876	647							24, 440	11 90	1 84	
201	New Castle, Pa*														11, 518			
202	Norristown, Pa	1, 654		700	19, 616	1, 753	1, 584	739		47	875	1, 472	997		48, 733	13 05	4 90	
203	Philadelphia, Pa				1, 008, 641	6, 520	104, 311	39, 262	27, 303	761	27, 101	89, 999	56, 644	1, 420, 688	10 16	3 54		
204	Pittsburgh, Pa*	(91, 183)		3, 000	279, 235	6, 767	25, 034	5, 857	1, 112	2, 789	19, 291		17, 595	487, 788	(17 10)			
205	Reading, Pa*	5, 135			43, 806	2, 780	4, 361	1, 672	468	368	5, 387	353	8, 234	95, 579	8 35	3 70		
206	Scranton, Pa			1, 800	58, 111	750	3, 904	1, 675	1, 020	225	2, 904		8, 625	83, 624	9 60	3 07		
207	Shamokin, Pa			800	7, 236								a1, 949	13, 204	8 46			
208	Shenandoah, Pa	9, 709		1, 500	8, 000	1, 053	635	287	130	131	350	12	829	32, 268	6 37	2 30		
209	Titusville, Pa																	
210	Williamsport, Pa	182			23, 271	300	3, 000	1, 025		200	3, 280			31, 758	10 50	3 87		
211	York, Pa	(11, 925)		500	16, 436	200	1, 144	731	220		1, 112		2, 217	34, 485	9 33			
212	Lincoln, R. I			300	15, 110								a1, 502	24, 912				
213	Newport, R. I			2, 000	32, 032		400	911	75		2, 318	416	4, 576	44, 751	18 25	2 59		
214	Pawtucket, R. I			800	24, 066	50	2, 000							f35, 598				
215	Providence, R. I			2, 250	181, 669	1, 061	11, 340	6, 934	2, 057	0	15, 416	2, 746	1, 440	240, 193				
216	Warwick, R. I			230	11, 063								a741	12, 909				
217	Woonsocket, R. I			500	17, 319								a4, 502	27, 829				
218	Charleston, S. C				(50, 902)			g2, 932	413		1, 701		6, 887	62, 840				
219	Chattanooga, Tenn	1, 965		1, 200	12, 086		444	270	1, 097	171	209		281	25, 621	9 01	1 87		
220	Knoxville, Tenn*			(12, 256)									a985	13, 241	(13 18)			
221	Memphis, Tenn							800	2, 410	750	1, 500		4, 340	f49, 000	13 16			
222	Nashville, Tenn		23, 756	3, 800	53, 729	120	3, 600	756	500		550	350	2, 013	89, 343	13 38	1 88		

* From Report of the Commissioner of Education for 1879.
a For all incidental or contingent expenses.
b These statistics are for the Kingston school district only.
c Includes pay of janitors.
d Including nautical and corporate schools.
e From a return for 1879.
f Items not all reported.
g Fuel, insurance, and incidentals.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

	City.	Expenditures.													Average expenses per capita.	
		Payment of indebtedness.		Tuition.		Incidental or contingent expenses.										
		Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
	1	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
223	Houston, Tex				$15,346									$15,346		
224	San Antonio, Tex			$1,500	$10,050		$560	$125		$200	$389			17,639	$12 37	$1 27
225	Burlington, Vt			a1,000	a14,752		a820	a703		a167	a240		a1,317	ab19,259		
226	Rutland, Vt				13,152								c2,644	32,643		
227	Alexandria, Va	$150	$0	350	8,352	$225	600	227	$0	126	430	$0	446	11,131	10 82	2 55
228	Danville, Va	0	0	100	5,070	35	100	402		100	100	15	77	5,999	7 14	1 14
229	Lynchburg, Va		1,005	1,040	13,819	150	395	503	876	180	495	70	518	19,525	13 88	2 97
230	Norfolk, Va	0	0		12,825	450	300	184	300	200			1,221	16,214		
231	Petersburg, Va*			960	11,936	250		602	50		357	217	296	14,568		
232	Portsmouth, Va				7,520	874							795	9,640		
233	Richmond, Va		8,122	10,485	45,071	3,135	2,613	959	200	591	2,236	201	642	83,892	10 95	2 21
234	Appleton, Wis	1,055			11,927								c2,395	16,492		
235	Fond du Lac, Wis			500	16,825						1,300		3,103	22,499	11 36	2 77
236	Janesville, Wis	0	0	1,000	12,543	250	1,530	1,303		400	750		750	18,651	10 13	4 05
237	La Crosse, Wis			(23,000)										d26,600		
238	Madison, Wis	0	0	(15,658)		150	1,341	1,659	0	0	1,196	0	2,646	23,305		
239	Milwaukee, Wis			(170,331)		4,880	10,125	11,861			33,060		4,449	234,706	15 70	2 40
240	Oshkosh, Wis				20,255								c5,154	25,785		
241	Racine, Wis			825	20,425	150	1,280	924		500	1,132			32,574	13 12	2 46
242	Watertown, Wis				9,053		600	321		40	345	391	410	11,785	12 22	2 84
243	Georgetown D. C.e	0	0	7,380	164,647	900	11,301	4,716	23,848	145	15,733	2,962	9,826	f391,294	13 94	5 63
244	Washington, D. C.e															

* From Report of the Commissioner of Education for 1879.
a These statistics are for the year 1879.
b Includes cost of maintaining evening schools.
c For all incidental or contingent expenses.
d Total of items reported.
e These statistics are for white schools only; for those in which colored schools are included, see Table I.
f Includes proportion paid to colored schools.

c For all incidental or contingent expenses.

f Includes proportion paid to colored schools.

Cities containing 7,500 inhabitants and over from which no statistics have been received.

State.	City.	State.	City.	State.	City.
Alabama	Montgomery.	Massachusetts	Attleboro.	New York	New Lots.
California	San José.	Do	Beverly.	Do	Plattsburgh.
Colorado	Leadville.	Do	Clinton.	Do	Yonkers.
Connecticut	Derby.	Do	Fall River.	North Carolina	Raleigh.
Do	Middletown.	Do	Medford.	Ohio	Bellaire.
Do	Windham.	Do	Natick.	Do	Chillicothe.
Delaware	Dover.	Do	North Adams.	Do	Lima.
Georgia	Savannah.	Do	Peabody.	Do	Youngstown.
Illinois	Alton.	Do	Westfield.	Pennsylvania	Bradford.
Do	Aurora.	Michigan	Jackson.	Do	Columbia.
Do	Bloomington.	Do	Kalamazoo	Do	Johnstown.
Do	Cairo.	Do	Lansing.	Do	Lancaster.
Do	East St. Louis.	Nebraska	Lincoln.	Do	McKeesport.
Do	Hyde Park.	New Hampshire	Concord.	Do	Pottsville.
Indiana	Evansville.	New Jersey	Bayonne.	Do	Wilkes-Barre.
Do	Jeffersonville.	Do	Bridgeton.	South Carolina	Columbia.
Do	Lafayette.	Do	Bridgewater.	Texas	Austin.
Do	New Albany.	Do	Hoboken.	Do	Dallas.
Iowa	Cedar Rapids.	Do	Millville.	Do	Galveston.
Do	Muscatine.	Do	Randolph.	West Virginia	Wheeling.
Kansas	Atchison.	New York	Brookhaven.	Wisconsin	Eau Claire.
Louisiana	Shreveport.	Do	Flatbush.	Utah	Salt Lake City.
Maine	Bath.	Do	Huntington.		

TABLE III.—PART 1.—*Statistics of public normal schools for* 1880; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.				
					State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.a		Total.	Normal.		Other.	
											Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	State Normal School	Florence, Ala	1873	S. P. Rice, A. M	$7,500	.....	.....	$32 33	8	201	49	30	82	40
2	Normal School for Colored Teachers	Huntsville, Ala	1869	William H. Councill	2,000	.....	.....	160 80	3	125	35	42	18	30
3	Lincoln Normal University	Marion, Ala	1873	William B. Paterson	4,000	.....	.....	17 10	5	234	90	84	28	32
4	Normal department, Arkansas Industrial University.	Fayetteville, Ark	1872	N. P. Gates, A. M	(b)	.....	.....	(b)	1	84	71	13	.....	.....
5	Branch Normal College of Arkansas Industrial University.	Pine Bluff, Ark	1875	Joseph C. Corbin, A. M	c12,000	$0	$0	20 00	1	126	40	15	37	34
6	Normal department of Girls' High School	San Francisco, Cal	1876	John Swett	.....	.....	4,000	.....	2	109	.....	109	.....	.....
7	California State Normal School	San José, Cal	1862	Charles H. Allen, A. M	d33,300	0	0	68 00	15	577	77	391	57	52
8	Normal department of University of Colorado.	Boulder, Colo	.....	Joseph A. Sewall, M. D., LL. D., president.	.....	.....	.....	.....	.....	9	3	6	.....	.....
9	Connecticut State Normal School[e]	New Britain, Conn	1850	Isaac Newton Carleton, A. M.	12,000	0	0	90 00	8	132	14	118	0	0
10	East Florida Seminary	Gainesville, Fla	e1853	Edwin P. Cater, A. M	.....	.....	.....	.....	6	127	27	12	43	45
11	Normal department of North Georgia Agricultural College.	Dahlonega, Ga	1877	David W. Lewis, A. M., president.	.....	0	0	.....	7	78	67	11	.....	.....
12	Southern Illinois Normal University	Carbondale, Ill	1874	Rev. Robert Allyn, D. D., LL. D	20,290	0	0	48 20	11	421	93	86	155	87
13	Chicago High School, normal department	Chicago, Ill	1856	Edward C. Delano	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Illinois State Normal University	Normal, Ill	1857	Edwin C. Hewett, LL. D., pres't	22,494	0	0	52 45	14	729	133	293	104	139
15	Cook County Normal and Training School	Normalville, Ill	1867	D. S. Wentworth	.....	15,000	.....	f48 23	8	311	41	150	58	53
16	Training School Department of Public Schools.	Fort Wayne, Ind	1867	Miss Martha A. Jones	.....	.....	.....	.....	3	8	0	8	0	0
17	Indianapolis Normal School	Indianapolis, Ind	1866	Lewis H. Jones	.....	.....	5,000	.....	6	19	1	18	.....	.....
18	Indiana State Normal School	Terre Haute, Ind	1870	Geo. P. Brown	17,000	0	0	37 50	10	454	196	258	0	0
19	Burlington City Training School	Burlington, Iowa	.....	.....	.....	.....	.....	.....	1	20	.....	20	.....	.....
20	Iowa State Normal School	Cedar Falls, Iowa	1876	J. C. Gilchrist, A. M	6,750	0	0	20 00	6	341	127	210	4	.....
21	Training School for Teachers	Davenport, Iowa	.....	.....	.....	.....	.....	.....	1	11	2	9	.....	.....
22	Chair of Didactics, State University of Iowa	Iowa City, Iowa	1873	Rev. Stephen N. Fellows, D. D	.....	.....	.....	.....	1	.....	.....	.....	.....	.....

23	Kansas State Normal School	Emporia, Kans	1865	R. B. Welch, M. A., president	g25, 800	g2, 000			7	174	19	33	54	68
24	Normal department of University of Kansas.	Lawrence, Kans	1870	Rev. James Marvin, D. D., president.						60	(60)			
25	Eastern State Normal School	Castine, Me	1867	Roliston Woodbury	6, 000	0	0	24 00	6	170	63	107		
26	State Normal and Training School	Farmington, Me	1864	Charles C. Rounds	6, 000	0	0	38 21	7	117	32	85	0	0
27	Madawaska Training School	Fort Kent and Van Buren, Me.	1879	Vetal Cyr, B. S	1, 000				2	52	12	20	5	15
28	State Normal and Training School	Gorham, Me	1879	Wm. J. Corthell	6, 000	0	0	50 00	6	120	27	93	0	0
29	Normal Practice School	Lewiston, Me	1869	Eleanor E. Jones	0	0			1	8	0	8		
30	Normal Training and Practice Class	Portland, Me	1878	Sarah M. Taylor					1					
31	Baltimore Normal School for Colored Teachers.*	Baltimore, Md (corner Courtland and Saratoga streets).	1864	S. H. Gamble	2, 000	0	0	20 00	4	190	10	40	40	100
32	Maryland State Normal School	Baltimore, Md	1866	M. A. Newell	10, 500	0	0	41 83	h14	251	222	29		
33	Boston Normal School*	Boston, Mass	1852	Larkin Dunton					7	93		93		
34	Massachusetts Normal Art School	Boston, Mass (1769 Washington street).	1873	Prof. Walter Smith, director	16, 925	0	0	67 00	11	250	68	182	0	0
35	State Normal School	Bridgewater, Mass	1840	Albert G. Boyden, A. M	12, 750	0	0		9	199	(190)			
36	Training School for Teachers	Cambridge, Mass		Anna C. Sullivan					1	19		19		
37	State Normal School	Framingham, Mass	1839	Ellen Hyde	10, 300	0	0	100 00	13	100		100		
38	Gloucester Training School for Teachers	Gloucester, Mass	1879	Sarah E. Sprague	0	0	2, 500		5	12		12		
39	State Normal School	Salem, Mass	1854	Daniel B. Hagar, PH. D	14, 579			47 50	13	307	0	307	0	
40	Westfield State Normal School	Westfield, Mass	1839	Joseph G. Scott	10, 300			89 57	7	115	16	99		
41	Massachusetts State Normal School at Worcester.	Worcester, Mass	1874	E. Harlow Russell	10, 300	0	0		15	178	7	171	0	0
42	Course in the Science and the Art of Teaching (University of Michigan).	Ann Arbor, Mich	1879	William H. Payne, M. A					1					
43	Michigan State Normal School	Ypsilanti, Mich	1852	Rev. Joseph Estabrook, M. A.	17, 500	0	0	30 00	12	460	24	45	(391)	
44	State Normal School at Mankato	Mankato, Minn	1868	Edward Searing, M. A	12, 000				8	236	48	73	69	46
45	State Normal School at St. Cloud	St. Cloud, Minn	1869	Rev. D. L. Kiehle, A. M	9, 000			49 00	8	205	53	69	48	35
46	State Normal School at Winona	Winona, Minn	1860	Irwin Shepard, A. M	12, 000			35 00	11	342	60	131	70	81
47	Mississippi State Normal School	Holly Springs, Miss	1870	W. B. Highgate, A. M	3, 000	0	0	13 64	3	220	157	63		
48	Tougaloo University and State Normal School.	Tougaloo, Miss	1869	Rev. G. Stanley Pope	2, 000			10 00	4	197	20	11	92	74
49	Missouri State Normal School, third district	Cape Girardeau, Mo	1873	R. C. Norton	7, 500	0	0	40 00	7	184	112	72	0	0
50	Normal College of the University of the State of Missouri.	Columbia, Mo	1849	Miss Grace C. Bibb, dean	(b)	0	0		14	60	(60)			
51	Lincoln Institute	Jefferson City, Mo	1866	Inman E. Page	j15, 000				4	97	66	31		
52	Missouri State Normal School, first district	Kirksville, Mo	1867	J. Baldwin	7, 500	0	0	14 66	11	513	330	183	0	0
53	St. Louis Normal School	St. Louis, Mo	1857	F. Louis Soldan	0	0	10, 684		8	162	0	162	0	0
54	State Normal School, second district	Warrensburg, Mo	1871	Geo. L. Osborne	7, 500	0	0	20 16	7	372	190	182	0	0
55	Nebraska State Normal School	Peru, Nebr	1867	Robert Curry, A. M., PH. D	15, 000				9	276	124	152		
56	New Hampshire State Normal School*	Plymouth, N. H	1871	Henry P. Warren, A. B	5, 000	0	1, 200	166 66	5	30	8	22		
57	New Jersey State Normal and Model School	Trenton, N. J	1855	Washington Hasbrouck, PH. D	15, 000				24	519	134	57	150	178
58	New York State Normal School	Albany, N. Y	1844	Rev. Joseph Alden, D. D., LL. D	18, 000				12	508	(508)			

* From Report of the Commissioner of Education for 1879.

a Exclusive of appropriations for permanent objects.

b Appropriation in common with other departments of the university, see Table IX.

c Of this, $10,000 is a special appropriation for a new building.

d $1,300 is a special appropriation for apparatus.

e As East Florida Seminary; reorganized as State Normal School in 1880.

f County appropriation per capita.

g Special appropriation for building.

h Includes instructors in model school.

i Since resigned.

j For two years.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1880, *&c.*—Continued

	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.				
											Normal.		Other.	
					State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.		Total.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
59	State Normal and Training School	Brockport, N. Y.	1867	Charles D. McLean	$18,000				18	896	111	274	264	247
60	State Normal School	Buffalo, N. Y.	1871	Henry B. Buckham, A. M.	17,599				17	551	(250)		(292)	
61	State Normal and Training School	Cortland, N. Y.	1869	James M. Cassety, A. M.	18,000	$0	$0	$45 23	13	421	150	248	8	15
62	State Normal and Training School	Fredonia, N. Y.	1868	Francis B. Palmer, PH. D.	18,000	0	0	30 00	14	585	(182)		(403)	
63	State Normal School	Geneseo, N. Y.	1871	William J. Milne, PH. D., LL.D.	18,000				17	349	(349)			
64	Normal College	New York, N. Y.	1870	Thomas Hunter, PH. D.	0	0	95,000		38	2,378	0	1,235	0	1,143
65	State Normal and Training School	Oswego, N. Y.	1861	Edward A. Sheldon, A. M., PH. D.	18,000			40 55	16	444	70	374		
66	State Normal and Training School	Potsdam, N. Y.	1869	Henry L. Harter, A. M., vice principal.	17,872	0	0	33 45	12	371	120	222	15	14
67	Syracuse Training School	Syracuse, N. Y.	1880	Belle A. Thomas					1	11		11		
68	University Normal School	Chapel Hill, N. C.	1877	Hon. Kemp P. Battle, LL. D., president.	2,000			8 00	34	241	132	109		
69	State Colored Normal School	Fayetteville, N. C.	1877	Robert Harris	2,000				3	106	29	18	28	31
70	Cincinnati Normal School	Cincinnati, Ohio	1868	John Mickleborough	0	0	7,600		9	80	1	79		
71	Cleveland City Normal School	Cleveland, Ohio (72 Prospect street).	1874	Oliver Arey	0	0			4	72	0	72	0	0
72	Dayton Normal and Training School	Dayton, Ohio	1869	Jane W. Blackwood					4	14		14		
73	Pennsylvania State Normal School, sixth district.	Bloomsburg, Pa.	1869	David J. Waller, jr	5,000			(b)	9	250	56	57	69	68
74	Southwestern State Normal School	California, Pa.	1874	George P. Beard, A. M.	10,000	0	0	10 00	10	486	159	150	86	91
75	Northwestern State Normal School	Edinboro', Pa	1861	J. A. Cooper, A. M.	5,000			11 00	10	479	(479)			
76	State Normal School at Indiana*	Indiana, Pa	1875	John H. French, LL.D				(b)	14	310	120	91	51	48
77	Keystone State Normal School	Kutztown, Pa	1866	Rev. N. C. Schaeffer, PH. D.	10,000			21 00	13	417	250	62	66	39
78	Central State Normal School	Lock Haven, Pa	1877	Albert N. Raub, PH. D	5,000				9	270	140	70	17	43
79	Pennsylvania State Normal School, fifth district.*	Mansfield, Pa	1862	Fordyce A. Allen	2,775	0	0	9 19	7	291	151	133	3	4
	Pennsylvania State Normal School, second	Millersville, Pa	1855	Edward Brooks, A. M., PH. D.	5,902	0	0		22	594	350	175	46	23

80	Pennsylvania State Normal School, second district.	Millersville, Pa	1856	Edward Brooks, A. M., PH. D.	5,902	0	0		22	594	350	175	48	23
81	Philadelphia Normal School for Girls	Philadelphia, Pa	1848	George W. Fetter	0	0	25,000		27	1,015		1,015		
82	Cumberland Valley State Normal School*	Shippensburg, Pa	1873	B. S. Potter	2,250			12 71	10	237	115	92	17	13
83	West Chester State Normal School	West Chester, Pa	1871	George L. Maris, M. A	6,933	0	0	15 35	13	268	47	79	97	45
84	Rhode Island State Normal School	Providence, R. I	1871	James C. Greenough, A. M	*10,500				9	145	(145)			
85	State Normal College, University of Nashville.	Nashville, Tenn	1875	Rev. Eben S. Stearns, D. D., president.					8	142	54	88		
86	Sam Houston Normal Institute	Huntsville, Tex	1879	H. H. Smith, LL.D	14,500		(c)	100 00	6	119	61	48	12	
87	State Normal School of Texas for Colored Students.*	Prairie View, Tex	1879	L. W. Minor	6,000				3	49	(49)			
88	State Normal School	Castleton, Vt	1869	Judah Dana	2,000				4	85	23	29	23	10
89	Johnson State Normal School*	Johnson, Vt	1867	William C. Crippen	2,000	0	0	15 00	9	133	39	94	0	0
90	State Normal School	Randolph, Vt	1867	Andrew W. Edson, A. B	3,278				6	211	67	144	0	0
91	Hampton Normal and Agricultural Institute.	Hampton, Va	1868	Samuel C. Armstrong	(d)				e30	e354		(e354)		
92	Concord State Normal School	Concord Church, W. Va.	1875		(f)									
93	Fairmont State Normal School*	Fairmont, W. Va	1869	Miss Margaret L. Dickey	(f)	0	0	0	5	160	100	60		
94	State Normal School	Glenville, W. Va	1873	T. Marcellus Marshall	(f)			0	6	48	17	6	16	9
95	Marshall College, State Normal School	Huntington, W. Va	1867	A. D. Chesterman, A. M	(f)				4	104	(75)		(29)	
96	Shepherd College	Shepherdstown, W. Va	1873	Joseph McMurran, A. M	(f)	0	0		2	60	26	24	3	7
97	West Liberty State Normal School	West Liberty, W. Va	1871	J. C. Gwynn, A. B	(f)				3	63	(38)		(25)	
98	Milwaukee Normal School	Milwaukee, Wis	1872	Lemira W. Hughes	0	0	4,000	0	5	14	1	13	0	0
99	State Normal School	Oshkosh, Wis	1871	G. S. Albee, president	15,717			22 54	16	614	155	248	97	114
100	Wisconsin State Normal School*	Platteville, Wis	1866	D. McGregor, A. M	17,390			32 00	12	438	104	123	102	109
101	State Normal School	River Falls, Wis	1875	W. D. Parker	18,521	0	0	50 00	13	371	(128)		(243)	
102	State Normal School	Whitewater, Wis	1868	J. W. Stearns					14	450	89	191	99	71
103	Miner Normal School*	Washington, D.C. (17th and Sampson streets).	1877	Martha B. Briggs	0	0			5	19	0	19	0	0
104	Washington Normal School	Washington, D. C	1873	Lucilla E. Smith			*2,000		2	20		20		
105	Normal department of University of Deseret.	Salt Lake City, Utah	1875	John R. Park, M. D	g2,500			g62 50	3	55	28	27		
106	Normal department of University of Washington Territory.	Seattle, Wash. Ter		A. J. Anderson, A. M., president.						21	(21)			

* From Report of the Commissioner of Education for 1879.
a Exclusive of appropriations for permanent objects.
b Fifty cents a week for normal pupils.
c Special appropriation of a building valued at $12,000.
d The institute receives annually about $10,000 from the State, being its share of the income from the congressional grant of land to agricultural colleges.
e For all departments.
f No appropriation for the year commencing September, 1879.
g Territorial appropriation.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Number of educational journals and magazines taken.	Annual charge to each student for tuition.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free hand drawing?	Is music taught?		School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas or certificates on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
		Whole number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.					Vocal.	Instrumental.								
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
1	State Normal School	6	4	3	40	*2,500	0	0	0	a$0	0	0	×	×	×	×	×	0	×	×	×	June 17.
2	Normal School for Colored Teachers	4	4	4	36					0	0	0	×	×	0	0	0	0	0	×	×	June 15.
3	Lincoln Normal University	6	6	4	40	50	50			0	×	0	×	×	×	×	×	0	×	×	×	June.
4	Normal department, Arkansas Indust'l Univ'y	0	....	4	40	....	....	12	2	0	0		×	×	×	×	×	....	0	×	0	
5	Branch Normal College, Ark. Indust'l Univ'y	0	....	4	40	20	4	....	7	0	×	×	×	×	0	×	×	0	×	×	0	June, 3d Mond.
6	Normal department of Girls' High School	76	10	1	40	900	0	50	4	0	×	×	×	0	×	×	×	0	0	×	×	May.
7	California State Normal School	b98	c32	2, 3	40	2,500	.....	300	3	0	×	×	×	0	×	×	×	0	0	×	×	June, first week.
8	Normal department of University of Colorado	....	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
9	Connecticut State Normal School[e]	37	30	2	40	1,400	100	100	1	0	×	×	×	0	×	×	0	0	0	×	0	June, last week.
10	East Florida Seminary	....	....	4	37	....	....	....	....	d0	0	0	0	0	....	....	0	0	0	×	×	
11	Normal department of North Georgia Agricultural College	....	....	4	48	100	20	30	3	10	×	0	×	0	×	0	×	×	0	×	×	June, 2d Wed'y.
12	Southern Illinois Normal University	10	....	3, 4	41	8, 858	1, 054	1800	19	14, 21	×	×	×	0	×	×	×	0	0	×	0	May, last Thurs.
13	Chicago High School, normal department	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
14	Illinois State Normal University	15	....	3	40	1, 000	100	100	6	e0	×	×	×	0	×	×	×	0	×	×	0	May 25.
15	Cook County Normal and Training School	22	12	3	40	*400	70	25	4	f0	×	×	×	0	×	×	×	×	×	×	g×	June.
16	Training School Department of Public Schools	8	8	1	40	....	....	....	....	0	×	×	×	0	×	×	×	×	×	×	0	June 15.
17	Indianapolis Normal School	19	18	1	40	200	0	150	0	0	×	×	×	0	0	×	....	0	×	×	h×	June 16.
18	Indiana State Normal School	17	15	2½	39	2, 000	0	50	5	0	×	0	×	0	0	×	0	0	×	(i)	(i)	June 23.
19	Burlington City Training School	....	....	1	42	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
20	Iowa State Normal School	30	28	4	40	1, 500	500	..	10	0	×	0	×	×	0	×	0	0	0	×	0	June 23.
21	Training School for Teachers	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
22	Chair of Didactics, State University of Iowa	....	....	4	37	*320	....	....	....	....	×	....	....	....	×	×	×	..	....	(j)	....	.....
23	Kansas State Normal School	11	10	2, 3, 4	38	200	....	....	4	k9	×	0	×	0	×	×	0	×	×	×	×	June 17.
24	Normal department of University of Kansas	....	....	3	40	....	....	....	....	k10	....	....	....	....	....	....	0	....	....	....	....	.....
25	Eastern State Normal School	28	28	2	38	900	50	50	3	0	×	×	0	0	×	×	0	0	×	×	0	June 3.

26	Eastern State Normal School	20	28	2	38	600	50	50	3	k10	×	×	×	0	×	×	0	0	×	×	×	June 17.
										0	×	×	×	0	×	×	0	0	×	×	×	June 3.
28	State Normal and Training School	37	32	3	39	1,225	0	100	1	0	×	×	×	0	×	×	0	0	×	×	0	July 6.
27	Madawaska Training School			4	44						×	0			0	0	0	0	×	×	×	
28	State Normal and Training School	48	48	1	40	1,569	196	317	10	5	×	×	×	0	×	×	×	0	×	×	0	June.
29	Normal Practice School	8	6	1	37½	24	5	9	1	0	×	0	0	0	0	0	0	0	×	×	0	
30	Normal Training and Practice Class																					
31	Baltimore Normal School for Color'd Teachers*	5	4		40	1,000				5	×	0	×	×	0	0	0	0	×	×	0	May.
32	Maryland State Normal School	45	40	3	39	1,812		112	7	(l)	×	×	×	×	×	×	×	×	×	×	×	May, last week.
33	Boston Normal School*	51		1	40					0	×		×	0							A ×	June, last week.
34	Massachusetts Normal Art School	6	4	4	36	175	5	0	4	10	×	×	0	0	0	0	0	0	0	×	×	June 24.
35	State Normal School	55	52	2, 4	40					0	×	×	×		×	×	×	×		×		June.
36	Training School for Teachers	8																				July.
37	State Normal School	25	25	4	40	1,450	75	100	3		×	×	×	0	×	×	×	0	×	×	0	Jan. and June.
38	Gloucester Training School for Teachers	24	19	1, 2	40	67	19	23	3	0	×	×	×	0	0	0	0	0	×	×	×	June.
39	State Normal School	54		2, 4	40	5,000			6	0	×	×	×	0	×	×	×	0	×	×	0	Jan. and June.
40	Westfield State Normal School	27	20	2, 4	40	3,000		100	3	0	×	×	×	0	×	×	×	0	×	×	0	June.
41	Massachusetts State Normal School at Worcester.	20	19	2	38	1,590	200	60	3	0	×	×	×	0	×	×	×	0	0	×	0	June 30.
42	Course in the Science and the Art of Teaching (University of Michigan).				36																0	
43	Michigan State Normal School	55		4	40	2,375	610	300	14	m10	×	×	×	0	×	*×	×	0	×	×	×	June.
44	State Normal School at Mankato	27		3	32	386	321	25		0	×	×	×	0	×	×	×	0	×	×	0	April 15.
45	State Normal School at St. Cloud	27	22	3	36	300	75	50	4	0	×	0	×	0	×	×	×	0	×	×	0	April 29.
46	State Normal School at Winona	31	31	4	32	700	50	100		0	×	×	×	0	×	×	×	0	×	×	0	May 8.
47	Mississippi State Normal School	1	1	4	40	500	260	4	2	n0	×	×	×	×	×	×	×	0	0	×	0	June, 1st Thurs.
48	Tougaloo University and State Normal School	7	7	3	33	300	50	10	2	8	0	×	×	×	×	×	×	0	×	×	0	June 3.
49	Missouri State Normal School, third district	16		4	40	1,300		50		k8	×	0	×	×	×	×	×	0	×	×	0	June 2.
50	Normal College of the University of the State of Missouri.	18		6	39						×			×	×	×	0	0	×	×	(o)	
51	Lincoln Institute	4	3	4	36	900		9		p3	×		×	×					×	×		June 6.
52	Missouri State Normal School, first district	70	56	4	40		150	225		20	×	×	×	×	×	×	×	0	×	×		June.
53	St. Louis Normal School	45		1	40	221	0	24	5	0	×	×	×	0	0	×	×	0		×		June.
54	State Normal School, second district	52	36	2, 4	40	965	215	35	3	k16	×	×	×	×	×	×	×	0	0	×	(o)	June.
55	Nebraska State Normal School	40	38	5	38	1,000	200	50	6			×	×		×	×	×		×	×		June.
56	New Hampshire State Normal School*	21		2	40	400	100	35		0	0	×	×	0	0	×	×	0	×	×	0	June, last Wed.
57	New Jersey State Normal and Model School	37	35	3	40	550	50	10	6	0	×	×	×	×	×	×	×	0	×	×	×	June, last Thurs.
58	New York State Normal School	80		2	40					0	×		×		×	×	×		×	×		
59	State Normal and Training School	24	20	4	40	1,047	116	4		0	×	0	×	×	×	×	×	0	×	×	×	June 22.
60	State Normal School	17			40					0	×	×	×		×	×	×		×	×		June.
61	State Normal and Training School	38	34	2, 3, 4	40	1,800		150	20	0	×	0	×	0	×	×	×	0	×	×	×	June, last Tues.
62	State Normal and Training School	20	12	2, 3, 4	40	2,000				0	×		×	×	×	×	0	0	×	×	×	
63	State Normal School	24	24	2, 3, 4	40	2,500				0	×	×	×	×	×	×		×	×	×	×	June.
64	Normal College	361	250	4	40	1,000	234	15	4	0	×	×	×	0	×	×	×	×	×	×	A ×	June, last Thurs.
65	State Normal and Training School	63	40	4	40	450	50	30			×	×	×	0	×	×	×	×	×	×	×	Jan. and June.

* From Report of the Commissioner of Education for 1879.
a For normal students; $16 and $24 to others.
b Includes 45 graduates in 3 years' course and 51 in 2 years' course.
c This number of the 3 year course graduates.
d To State pupils; others, $10.
e To those pledged to teach in the State.
f To residents of the county; $30 to others.
g In schools of the county.
h In schools of the city.
i Receive diplomas after 16 months of successful teaching; they are then authorized by law to teach in the schools of the State without further examination.
j After two years of successful teaching they receive diplomas and the degree of "bachelor of didactics."
k Incidental fee.
l Free to 200 State students; others $50 a year.
m Each of the 132 representatives in the State legislature appoints two students free of tuition.
n Two dollars a month to students from other States.
o State certificates are issued at the option of the State superintendent.
p Matriculation fee.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Number of educational journals and magazines taken.	Annual charge to each student for tuition.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free hand drawing?	Is music taught?		School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas or certificates on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
		Whole number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.					Vocal.	Instrumental.								
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
66	State Normal and Training School	16	12	2, 3, 4	40	2,285	73	57	10	0	×	×	×	×	×	×	0	×	×	×	×	June, last week.
67	Syracuse Training School																					
68	University Normal School				6	100				0	0			0	0							
69	State Colored Normal School	9	4	3	36	200	50	40	2	0	×	0	×		0	×	0	×	0	×	0	June 23.
70	Cincinnati Normal School	57	40	1, 2	42	100		6	4	a0	×	0	×	0	0	×	0	×	0	×	0	June, last week.
71	Cleveland City Normal School	51	48	2	40	220	0	20	2	0	×	0	×	0	0	×	0	×	0	×	b×	June 24.
72	Dayton Normal and Training School	8	6	1	40	135		35	1		×	0	×		0	×	0	×	0	×	b×	
73	Pennsylvania State Normal School, sixth dist.	33	33	2	42	725	30	20	9	42	×	0	×	×	0	×	0	×	0	×	×	February 22.
74	Southwestern State Normal School	25	22	2	42					52½	×	0	×	×	0	×	0	×	0	×	×	July 15.
75	Northwestern State Normal School	23	23	2	42	4,100	1,600	600	22	42	×	×	×	×	0	×	0	×	0	c×	×	June, last Thurs.
76	State Normal School at Indiana	19		2, 4	42					50	×		×	×		×	0	×	0	c×	×	July 8–10.
77	Keystone State Normal School	21	19	2	42	2,203				40	×	0	×	×	0	×	0	×	0	×	×	June 23.
78	Central State Normal School	44	42	2, 4	42	210	10	20	10	50	×	0	×	×	0	×	0	×	0	×	×	July.
79	Pennsylvania State Normal School, 5th dist.	34	32	3, 5	42	1,100	70		0	42	×	0	×	×	0	×	0	×	0	×	×	June.
80	Pennsylvania State Normal School, 2d dist.	37	37	2	42	4,000		200		55	×	×	×	×	0	×	0	×	0	×	×	July.
81	Philadelphia Normal School for Girls	201	135	4	42	1,300	100	50		0	×	×	×	×	0	×	0	×	0	×	b×	June.
82	Cumberland Valley State Normal School	24	20	3	42	900	60		5	63	×	×	×	×	0	×	0	×	0	×	×	July, 2d Thurs.
83	West Chester State Normal School	13	10	3	42	1,550	50	40	10	65	×	×	×	×	0	×	0	×	0	×	×	July 1.
84	Rhode Island State Normal School	19		2, 4	40	1,000	30	10	4	0	×	×	×	×	0	×	0	×	0	×	0	
85	State Normal College, University of Nashville	31		3, 4	32					0	×	×	×	0	×		0	0	0	×	0	
86	Sam Houston Normal Institute	40	39	2	38	140	140	30	12	d0	×	0	×	0	0	0	×	0	×	×	×	May, last Wed.
87	State Normal School of Texas for Colored Students.																					June 15.
88	State Normal School	25	12	2	40					25	×				×	×					×	
89	Johnson State Normal School	28	21	3	40	550		25		e24	×	0	0	0	×	×	×	0	0	×	×	June.
90	State Normal School	39	32	1½, 2	40	400	30	25		24	×	0	0	×	×	×	0	0	0	×	×	June, last Frid'y
																						June.

91	Hampton Normal and Agricultural Institute	48	.....	3	36	900	.....	.....	.....	0	×	0	×	×	×	×	.....	0	×	×	×	May 19.
92	Concord State Normal School	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	0	×	×	0	.....	0	0	×	×	×	June 24.
93	Fairmont State Normal School*	13	7	3	40	75	12	5	12	.....	×	0	0	×	0	×	0	0	0	×	×	June 4.
94	State Normal School	2	2	3	40	50	0	30	0	20–32	0	0	0	×	0	×	0	0	0	×	×	June 10.
95	Marshall College, State Normal School	14	8	3	40	500	.....	.....	.....	20, 24	0	0	×	×	0	0	0	×	0	×	×	June 20.
96	Shepherd College	15	15	4	42	225	15	5	3	30	0	0	0	×	0	0	0	0	0	×	×	June.
97	West Liberty State Normal School	.....	.....	3	40	.....	.....	.....	.....	20–32	.....	.....	.....	×	.....	.....	.....	.....	.....	×	×	July 2.
98	Milwaukee Normal School	13	13	1	40	50	.....	50	.....	0	×	×	×	0	.....	.....	.....	.....	×	×	b ×	June, 3d Thurs.
99	State Normal School	34	32	4	40	925	44	71	.....	0	×	×	×	×	×	×	×	0	×	×	f ×	June, last Thurs.
100	Wisconsin State Normal School*	19	18	4	40	910	50	900	10	.....	×	0	×	.....	.....	×	×	.....	×	×	f ×	June 17.
101	State Normal School	13	8	4	40	952	70	95	6	0	×	×	×	0	×	×	×	×	×	×	f ×	June 23.
102	State Normal School	39	37	4	40	720	78	42	7	0	×	×	×	0	×	×	×	0	×	×	f ×	June.
103	Miner Normal School*	19	19	1	40	200	50	10	3	0	×	0	×	0	0	.....	0	0	×	×	×	June.
104	Washington Normal School	20	.....	1	40	*250	.....	.....	.....	0	×	×	×	.....	.....	×	×	..	×	×	×	May 28.
105	Normal department of University of Deseret	17	.....	1	40	.....	.....	.....	.....	5	0	0	0	0	×	×	×	0	0	×	×	June.
106	Normal department of University of Washington Territory	3	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	.....	

* From Report of the Commissioner of Education for 1879.
a To residents; $60 to others.
b In schools of the city.
c Diplomas after two years of successful teaching.
d To those intending to teach; to others, $35.
e Paid by the State.
f After one year of successful teaching and indorsement of the diploma by State superintendent.

TABLE III.—PART 2.—*Statistics of private normal schools for* 1880; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of organization.	Principal.	Number of instructors.	Number of students.					Graduates in the last year.	
							Normal.		Other.			
						Total.	Male.	Female.	Male.	Female.	Whole number.	Number who have engaged in teaching.
	1	2	3	4	5	6	7	8	9	10	11	12
1	Rust Normal Institute*	Huntsville, Ala	1870	J. F. Blunt	3	235	120	115	.....	.....	.....	18
2	Emerson Institute	Mobile, Ala	1873	Rev. O. D. Crawford, supt	6	304	17	35	85	167	3	2
3	Alabama Baptist Normal and Theological School	Selma, Ala	1878	H. Woodsmall	6	200	20	10	85	85	.....	.....
4	Normal department of Talladega College	Talladega, Ala	1869	Ira M. Buell, PH. B	2	50	20	30	.....	.....	.....	.....
5	Southland College and Normal Institute	Helena, Ark	1864	Calvin Clark, president	14	239		(239)			.....	.....
6	Pacific Kindergarten Normal School	San Francisco, Cal. (1711 Van Ness avenue).	1876	Miss Emma Marwedel	7	.....	.....	.....	.....	.....	8	8
7	San Francisco Kindergarten Training Class	San Francisco, Cal	1880	Kate D. Smith	1	4	.....	4	.....	.....	.....	.....
8	Normal school in Colorado College*	Colorado Springs, Colo	.....	E. P. Tenney, president	.....	15	9	6	.....	.....	.....	.....
9	Normal department of Atlanta University	Atlanta, Ga	1867	A. W. Farnham	.....	224	(224)		.....	.....	.....	.....
10	Haven Normal School	Waynesboro', Ga	1868	Charles P. Wellman	2	200	30	20	75	75	.....	.....
11	Evangelical Lutheran Teachers' Seminary	Addison, Ill	1864	E. A. W. Krauss	7	125	43	.....	82	.....	22	21
12	Normal department of Eureka College	Eureka, Ill	.....	H. W. Everest, A. M., president	5	40	20	20	.....	.....	0	.....
13	Normal department of Northern Illinois College	Fulton, Ill	.....	A. M. Hansen, A. M., president	.....	.....	.....	.....	.....	.....	.....	.....
14	Northwestern German-English Normal School	Galena, Ill	1869	Rev. Fr. Kopp	5	87	64	12	8	3	3	3
15	Normal College	Grayville, Ill	1879	Dimond & Harper	8	207		(207)			.....	.....
16	Morris Normal and Scientific School	Morris, Ill	1878	Cook & Stevens	11	312	31	49	132	100	9	9
17	Teachers' Training School and School of Individual Instruction.	Oregon, Ill	1879	E. L. Wells	3	85	17	43	18	7	0	0
18	Central Normal College	Danville, Ind	1875	Frank P. Adams	10	710	400	310	.....	.....	78	49
19	Fort Wayne College, normal department	Fort Wayne, Ind	1877	W. F. Yocum, A. M	.....	.....	.....	.....	.....	.....	0	.....
20	Elkhart County Normal, Classical and Training School.	Goshen, Ind	1874	David Moury	5	110	60	50	0	0	2	2
21	Normal Kindergarten Training School	Indianapolis, Ind	1875	Alice Chapin	1	6	.....	6	.....	.....	4	3
22	Central Indiana Normal College and Business Institute.*	Ladoga, Ind	1876	J. Vincent Coombs	16	598		(598)			18	10
23	Lagrange Normal School*	Lagrange, Ind	1873	Samuel D. Crane	5	102	53	49	.....	.....	.....	.....

24	Normal department of Union Christian College	Merom, Ind	1875	L. J. Aldrich, A. B	4	9	(g)						
25	Southern Indiana Normal College	Mitchell, Ind	1880	W. F. Harper	11	115	45	70					
26	Normal department, Spiceland Academy a	Spiceland, Ind		Clarkson Davis, A. M		39	(39)						
27	Northern Indiana Normal School and Business Institute.*	Valparaiso, Ind	1873	H. B. Brown	33	1,900	(1,900)				143		85
28	Southern Iowa Normal School and Commercial Institute.	Bloomfield, Iowa	1878	Jesse Summers	10	373	97	103	78	95	13		
29	Eastern Iowa Normal School	Grandview, Iowa	1874	Edwin R. Eldridge, president	5	147	60	40	24	23	10		10
30	Iowa City Academy, normal department	Iowa City, Iowa	1878	Amos Hiatt, A. M	b13	60	20	40			2		1
31	Normal department of Oskaloosa College*	Oskaloosa, Iowa	1874	G. T. Carpenter, A. M., president	4	15	6	9			3		3
32	Normal department of Penn College	Oskaloosa, Iowa		Benjamin Trueblood, A. M., pres		3	3						
33	Whittier College and Normal Institute	Salem, Iowa	1867	J. W. Coltrane, A. B., president	(c)	(c)							
34	Teachers' Seminary of the German Evangelical Lutheran Synod.	Waverly, Iowa	1878	George Grossmann	2	22	12		10				1
35	Kansas Normal College and Business Institute	Fort Scott, Kans	1879	D. E. Sanders	5	150	(150)				15		12
36	Kentucky Presbyterian Normal School	Anchorage, Ky	1880	Mrs. Daniel P. Young	b13	2		2			3		2
37	Normal department of Berea College	Berea, Ky	1865	Rev. E. H. Fairchild	(d)	(d)							
38	Normal department of Columbus College a	Columbus, Ky											
39	Glasgow Normal School	Glasgow, Ky	1875	A. W. Mell	4	272	106	104	36	26	14		12
40	Kentucky Female Orphan School	Midway, Ky	1849	Samuel P. Lucy, A. M	5	81		54		27	11		9
41	West Kentucky Normal School, Murray Institute	Murray, Ky	1871	Dean Babbitt, president	b7	40	(40)						
42	Normal department of Straight University	New Orleans, La	1869	J. M. McPherron, A. M	5	232	44	50	(138)				
43	Peabody Normal School for Colored Students e	New Orleans, La	1877	Miss Julia Kendall	2	43	(43)				6		6
44	Peabody Normal Seminary	New Orleans, La	1870	Robert M. Lusher	4	77	0	45	0	32	*25		*12
45	Normal department of Maine Central Institute	Pittsfield, Me	1870	Cyrus Jordan, A. M	2	53	26	27			4		4
46	Oak Grove Seminary, normal department a	Vassalborough, Me		Edward H. Cook, A. B									
47	Centenary Biblical Institute, normal department	Baltimore, Md. (44 Saratoga street).	1872		b4	b118		(b118)					
48	St. Catherine's Normal Institute	Baltimore, Md. (corner Harlem and Arlington avenues).	1874	Sister Ferdinand, superior		b150		b150					
49	Training Class for Kindergarten Teachers f	Baltimore, Md	1879	Miss Anna W. Barnard	2	4	0	4	0	0	4		2
50	Kindergarten Normal Class*	Boston, Mass. (52 Chestnut street).	1872	Mary J. Garland and Rebecca J. Weston.	6	28		23			23		21
51	Mr. and Mrs. Hailmann's Training Class for Kindergartners.	Detroit, Mich	1875	W. N. Hailmann	3	23		23			19		14
52	Whitworth College and Normal School	Brookhaven, Miss	1859	Rev. H. F. Johnson, A. M., D. D		9	0	9	(g)	(g)			
53	Normal department of Natchez Seminary a	Natchez, Miss	1877	Charles Ayer									
54	Normal department of La Grange College	La Grange, Mo	1859	J. F. Cook, M. A., LL. D., president	(c)	(c)							
55	Northwest Normal*	Oregon, Mo	1876	O. C. Hill, A. B	3	86	8	12	30	36	6		4
56	Santee Normal Training School	Santee Agency, Nebr	1870	Alfred L. Riggs, A. M	8	87	1	2	50	34			
57	American Kindergarten Normal School	New York, N. Y. (Room 70 Bible House).		Miss E. M. Coe									
58	Normal Kindergarten Class	New York, N. Y. (W. 48th st., near 7th ave.).		Mary L. Van Wagenen									
59	Normal Training School for Kindergarten Teachers.*	New York, N. Y. (7 East 22d street.)	1872	Prof. John Kraus and Mrs. Maria Kraus-Bölte.	5	27		27			21		16

* From Report of the Commissioner of Education for 1879.
a No separate report for this department (see Table VI).
b For all departments.
c See Table IX.
d Included in report of preparatory department (see Table IX).
e From report of State superintendent for 1879.
f Closed with the session of 1879-'80.
g See Table VI.

TABLE III.—PART 2.—*Statistics of private normal schools for* 1880, *&c.*—Continued.

	Name.	Location.	Date of organization.	Principal.	Number of instructors.	Number of students.					Graduates in the last year.	
							Normal.		Other.			
						Total.	Male.	Female.	Male.	Female.	Whole number.	Number who have engaged in teaching.
	1	2	3	4	5	6	7	8	9	10	11	12
60	Bennett Seminary	Greensboro', N. C	1874	Rev. E. O. Thayer, M. A	4	125	30	20	45	30	0	.....
61	Ray's Normal Institute*	Kernersville, N. C	1873	John S. Ray	2	32	48	4	.....	.....	.....	.....
62	Whitin Normal School	Lumberton, N. C	1876	David P. Allen	3	55	22	8	12	13	3	3
63	St. Augustine's Normal School*	Raleigh, N. C	.....	Rev. J. E. C. Smedes	4	81	.....	.....	.....	.....	.....	.....
64	Shaw University*	Raleigh, N. C	1866	Rev. H. M. Tupper, A. M., pres't	5	192	104	88	.....	.....	.....	.....
65	Normal School	Wilmington, N. C	.....	Miss Isabel Phelps	4	128	.....	.....	.....	.....	.....	.....
66	Northwestern Ohio Normal School	Ada, Ohio	1871	E. S. Lehr, A. M	23	1,006	556	199	211	40	33	18
67	Ashland College Normal School	Ashland, Ohio	1879	Elder R. H. Miller	9	67	49	18	.....	.....	.....	.....
68	Geneva Normal School	Geneva, Ohio	1868	Jay P. Treat, A. M	5	120	20	30	25	45	12	4
69	National Normal School a	Lebanon, Ohio	1855	Alfred Holbrook	17	1,507	(1,507)				.....	.....
70	Mansfield Normal College*	Mansfield, Ohio	1878	J. Fraise Richard	7	200	45	35	75	45	.....	.....
71	Western Reserve Normal School	Milan, Ohio	1832	B. B. Hall	3	70	15	10	25	20	0	0
72	Millersburg Normal School	Millersburg, Ohio	1878	W. E. Hoyer	4	138	83	55	.....	.....	.....	.....
73	Normal department of Mt. Union College a	Mt. Union, Ohio	1846	O. N. Hartshorn, LL. D., president	.....	159	(159)		.....	.....	.....	.....
74	Kindergarten Training School	Worthington, Ohio	.....	Mrs. A. B. Ogden	.....	.....	.....	.....	.....	.....	10	.....
75	Ohio Central Normal School	Worthington, Ohio	1872	John Ogden, A. M	6	.....	.....	.....	.....	.....	17	17
76	Ohio Free Normal School (Antioch College)	Yellow Springs, Ohio	1876	J. B. Weston	.....	54	.....	54	.....	.....	.....	.....
77	Ashland College and Normal School	Ashland, Oreg	1873	Rev. Lowell L. Rogers, A. M	c8	48	22	26	(d)	(d)	0	.....
78	Oregon Normal School a	Monmouth, Oreg	1879	T. F. Campbell, A. M., president	.....	.....	.....	.....	.....	.....	.....	.....
79	Lycoming County Normal School	Montoursville, Pa	1870	John T. Reed	2	103	12	3	48	40	0	0
80	Lycoming County Normal School	Muncy, Pa	1870	C. S. Riddell	12	293	95	32	92	74	12	12
81	Centennial Kindergarten Training School for Teachers.	Philadelphia, Pa. (Filbert street, above 20th).	1876	Ruth R. Burritt	1	15	.....	15	.....	.....	13	10
82	Institute for Colored Youth	Philadelphia, Pa. (Bainbridge st. west of 9th).	1852	Fanny M. Jackson	.....	291	13	20	93	165	10	7
83	Philadelphia Training School for Kindergartners*	Philadelphia, Pa. (1333 Pine street).	1878	Mrs. M. L. Van Kirk	5	24	.....	24	.....	.....	24	10

84	Pine Grove Normal Academy	Pine Grove, Pa. (Wolf Creek P. O.)	1856	Isaac C. Ketler	9	707	187	136	236	148		
85	Snyder County Normal Institute	Selinsgrove, Pa	1872	O. H. Bakeless, B. E.	2	49	32	8	5	4		
86	Sheakleyville Normal Academy	Sheakleyville, Pa	1878	W. J. Palen	3	109	30	14	40	25	0	0
87	Avery Normal Institute	Charleston, S. C	1865	W. L. Gordon	9	440	60	87	103	190	18	4
88	Normal department of Brainerd Institute	Chester, S. C	1874	Rev. Samuel Loomis	3	20	(20)					
89	Claflin University, normal department*	Orangeburg, S. C	1868	Rev. Edward Cooke, A. M., D. D.	3	167	56	25	64	22	1	1
90	Fairfield Normal Institute	Winnsboro', S. C	1869	Rev. Willard Richardson	4	360	30	40	140	150	85	
91	Humboldt Normal Institute	Humboldt, Tenn	1880	John Neuhardt, A. M	4	32	6		13	13	3	3
92	The Warner Institute	Jonesborough, Tenn	1876	Julia B. Nelson	3	154	18	13	69	54		
93	Knoxville College	Knoxville, Tenn	1875	Rev. J. S. McCulloch, D. D.	14	52	33	14	22	13		
94	Freedmen's Normal Institute	Maryville, Tenn	1872	William P. Hastings	13	211	38	19	83	71	9	
95	Maryville Normal and Preparatory School	Maryville, Tenn	1878	Benjamin S. Coppock	4	199	32	43	48	76	5	3
96	Normal department of Maryville College	Maryville, Tenn		W. A. Cate, B. S.		f 21	f 9	f 12				
97	Le Moyne Normal Institute	Memphis, Tenn	1872	A. J. Steele	8	254	60	53	70	62	8	8
98	Central Tennessee College, normal department	Nashville, Tenn	1866	Rev. J. Braden, D. D., president	6	173	93	80			6	5
99	Nashville Normal and Theological Institute	Nashville, Tenn	1866	Rev. Lyman B. Tefft, A. M. (act'g)	6	205	(130)		(75)		3	3
100	Normal department of Fisk University	Nashville, Tenn	1866	Anna M. Cahill	6	166	93	73			13	
101	Winchester Normal*	Winchester, Tenn	1878	James W. Terrill	7	31	15	16			1	1
102	Tillotson Collegiate and Normal Institute*	Austin, Tex	1876	Mrs. E. M. E. Garland	3	158	10	10	60	78	0	
103	American Normal School	Kellyville, Tex	1878	A. D. Wallace	5	101	41	60	0	0	2	2
104	Whitesboro' Normal	Whitesboro', Tex	1880	Jas. M. Carliale, A. M., president	7							
105	Yorktown Normal School	Yorktown, Tex	1878	William T. Eichholz, A. M	3	130			74	65		
106	Bennington Training School	Bennington, Vt		Isaac W. Dunham, superintend't		6	3	3			6	0
107	Valley Normal School	Bridgewater, Va	1873	Rev. J. N. Fries, A. M								
108	St. Stephen's Normal School	Petersburg, Va	1871	Rev. Giles B. Cooke	8	370	9	11	150	200	3	
109	Storer College	Harper's Ferry, W. Va	1867	Rev. N. C. Brackett, A. M	5	245	100	103	22	20	13	
110	National German-American Teachers' Seminary	Milwaukee, Wis	1878	I. Keller	9	29	14	15				
111	Catholic Normal School of the Holy Family	St. Francis, Wis	1870	Rev. John Friedl	6	35	35				8	
112	Kindergarten Normal Institute	Washington, D. C	1875	Mrs. Louise Pollock and Miss Susie Pollock.	2	11	0	9	0	2	9	8
113	Normal department of Howard University	Washington, D. C	1866	Furman J. Shadd, A. M	4	95	68	27			4	2
114	Normal department of Wayland Seminary	Washington, D. C	1865	Rev. G. M. P. King, A. M	6	g 94	69	21	3	1	7	

* From Report of the Commissioner of Education for 1879.
a These statistics are for the year 1879.
b This number have claimed the advantage of free tuition; other normal students are reported in Table IX.
c For all departments.
d See Table VI.
e Report for the year ending June, 1880, is included in that of Christian College, Table IX; the normal school was suspended for the session of 1880–'81
f Included also in report of college (see Table IX).
g Includes some students who are in more than one department of study.

TABLE III.—PART 2.—*Statistics of private normal schools for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library. Number of volumes.	Library. Increase in the last school year.	Library. Number of volumes of pedagogical works.	Number of educational journals and magazines taken.	Annual charge to each student for tuition.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free hand drawing?	Is music taught? Vocal.	Is music taught? Instrumental.	School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas or certificates on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	Rust Normal Institute[a]	3	40	250	.....	.....	.....	a33	×	×	×	×	0	0	0	0	.....	×	.....	
2	Emerson Institute	.....	32	200	.....	30	2	58	0	0	0	0	0	0	0	0	0	×	0	May 21.
3	Alabama Baptist Normal and Theological School	3	33	50	10	12	8	8	×	0	×	×	0	×	0	0	0	×	.....	May 27.
4	Normal department of Talladega College	4	36	1,000	250	50	2	12	0	0	×	×	0	×	0	0	0	×	0	May 28.
5	Southland College and Normal Institute	.....	36	2,000	50	.....	.....	9–13½	×	×	×	×	×	×	×	×	×	×	.....	June.
6	Pacific Kindergarten Normal School	.....	40	100	20	100	3	125	×	×	×	×	0	×	×	.....	.....	.....	.....	
7	San Francisco Kindergarten Training Class	1	44	50	.....	.....	3	100	×	×	×	×	0	0	×	.....	×	×	.....	
8	Normal School in Colorado College[a]	3	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	.....	May 28.
9	Normal department of Atlanta University	2, 4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	.....	July 2.
10	Haven Normal School	4	32	200	.....	.....	6	8	0	0	×	×	.....	×	.....	.....	.....	.....	.....	June.
11	Evangelical Lutheran Teachers' Seminary	5	40	1,000	.....	.....	7	0	×	×	×	×	0	×	×	×	×	×	.....	
12	Normal department of Eureka College	3	40	.....	0	0	0	34	0	0	×	×	×	×	×	×	×	×	.....	June 29 and 30.
13	Normal department of Northern Illinois College[a]	.....	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	May 27.
14	Northwestern German-English Normal School	3	40	.....	.....	.....	.....	26–32	0	0	×	×	×	×	×	0	0	×	0	
15	Normal College	.....	44	560	.....	.....	.....	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 9.
16	Morris Normal and Scientific School	4	40	857	207	25	20	36–48	×	×	×	×	×	×	×	0	0	×	0	
17	Teachers' Training School and School of Individual Instruction.	.....	52	100	20	20	3	52	0	0	×	×	0	.....	0	0	0	0	.....	June 17. August 12.
18	Central Normal College	3	46	3,000	200	50	.....	27	×	×	×	×	×	×	×	0	.....	×	0	
19	Fort Wayne College, normal department	3	42	.....	.....	50	3	32	×	0	×	×	×	×	×	0	0	×	0	July 15.
20	Elkhart County Normal, Classical and Training School	5	12	0	0	0	4	10	0	0	0	×	0	.....	0	0	0	×	0	June 24.
21	Normal Kindergarten Training School	1	36	40	.....	32	1	100	×	×	0	×	0	0	0	0	×	×	0	
22	Central Indiana Normal College and Business Institute.[a]	4	48	1,000	250	21	18	32	×	0	×	×	0	×	.....	0	×	(d)	.....	June 28.
23	Lagrange Normal School[a]	3	.....	0	.....	48	.....	7	×	0	×	0	0	×	0	0	×	0	.....	July 29.

24	Normal department of Union Christian College																		
25	Southern Indiana Normal College	3	48	300	300	50	8	36	×	0	×	×	×	×	0	0	0	×	0	August 20.
26	Normal department, Spiceland Academy c	3	40					b28	×		×		×	×	×		×	×	
27	Northern Indiana Normal School and Business Institute.*	4	50	3, 200	500	100	10	32	×	×	×	×	×	×	×	0	0	×	0	August 7.
28	Southern Iowa Normal School and Commercial Institute.	1	44	1, 000	500	500	5	32	×		×	×	×	×	×			×	0	June 24.
29	Eastern Iowa Normal School	5	39	500	0	25	5	30	×	×	×	×	×	×	0	0	×	×	0	June 30.
30	Iowa City Academy, normal department	4	37	100			6	27	×	0	×	0	0	×	0	0	0	×	0	June 18.
31	Normal department of Oskaloosa College*	2, 4	40		30	20	10	30	×	×	×	×	×	×	×		0	×	0	June 10.
32	Normal department of Penn College	4						30	×									×		
33	Whittier College and Normal Institute	3	42	751		21	4	24–27	×	0	×	×	×	×	×	0	0	×	0	November 14.
34	Teachers' Seminary of the German Evangelical Lutheran Synod.	3	40	60	60	10	2	20	×	×	×	×					×	×		
35	Kansas Normal College and Business Institute	4	48	600	150	15	10	33	×	0	×	×	×	×	0	0	0	×	0	July 28.
36	Kentucky Presbyterian Normal School	4	39					40	×	0	×	×	×	×	0	0		×		June 1.
37	Normal department of Berea College								×		×		×	×				×		
38	Normal department of Columbus College c																			
39	Glasgow Normal School	4	48	1, 000	200	150	6	48	×	0	×	×	×	×	0	0	×	×	×	July 10.
40	Kentucky Female Orphan School	4	39	600	100	10	5	0–50	0	0	×	×	0	•×	×	..	0	×	0	May, last Thurs.
41	West Kentucky Normal School, Murray Institute	3	40				1	50	×		×	×	×	×	0		×	×	×	June 10.
42	Normal department of Straight University	3	33			25	3	8	×	0	×	×	0	0	0	0	0	×	0	June, first week.
43	Peabody Normal School for Colored Students e		40															×		
44	Peabody Normal Seminary	2–3	42	750	10	385	4	0	0	×	×	0	0	0	0	0	×	×	0	
45	Normal department of Maine Central Institute	2, 3	40	400	7		5	22	×	0		×	×	×	×	0	0	×	0	June 16.
46	Oak Grove Seminary, normal department e	3							×					×				×		April.
47	Centenary Biblical Institute, normal department										×							×		
48	St. Catherine's Normal Institute								×	×	×	×	×	×	×	×	×	×		
49	Training Class for Kindergarten Teachers f	1																		
50	Kindergarten Normal Class*							100	×		×							×		June, first week.
51	Mr. and Mrs. Hailmann's Training Class for Kindergartners.	1	26					0	×		×	0					×	(g)		
52	Whitworth College and Normal School	3	40					25–50	×	×	×	×	×	×	0	0	×	×	0	June 30.
53	Normal department of Natchez Seminary e										×							×		May 31.
54	Normal department of La Grange College	3							×		×	×	×					×	0	May 11.
55	Northwest Normal*	4	40				4	30	×	0	×	×	0	0	0	0	0	×	0	June, 2d Thurs.
56	Santee Normal Training School		44				2	0	×	0	×	×	0	0	0	0	×	0	0	
57	American Kindergarten Normal School																			
58	Normal Kindergarten Class																			
59	Normal Training School for Kindergarten Teachers*	2	38					200	×		×					×	×	×	×	June.
60	Bennett Seminary	3	36	1, 360	100		3	3	0		×	×						×	0	June, 1st Thurs.
61	Ray's Normal Institute*	2	30				10	15, 30			×							×		Oct., 2d Thurs.
62	Whitin Normal School	4	24	400			2	10, 12	×	0	×	0					0	×	0	
63	St. Augustine's Normal School *																			
64	Shaw University*	3							×		×	×					×	×	0	May.
65	Normal School																			
66	Northwestern Ohio Normal School	2, 3	47	3, 200	260	43	20	37	×	×	×	×	×	×	×	×	×	×	0	May, last Thurs.
67	Ashland College Normal School	4	47					30	×	0	×	×	×	×	×	0	0	×	0	

* From Report of the Commissioner of Education for 1879.
a For incidentals.
b Average charge.
c No separate report for this department (see Table VI).
d Diplomas after one year of successful teaching.
e From report of State superintendent for 1879.
f Closed with the session of 1879–'80.
g Diplomas after two years of successful teaching.

TABLE III.—PART 2.—*Statistics of private normal schools for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library. Number of volumes.	Library. Increase in the last school year.	Library. Number of volumes of pedagogical works.	Library. Number of educational journals and magazines taken.	Annual charge to each student for tuition.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free-hand drawing?	Is music taught? Vocal.	Is music taught? Instrumental.	School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas or certificates on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
68 Geneva Normal School	3, 4	38	600	100	20	4	20	0	0	×	×	×	×	0	0	0	×	0	June, 2d week.
69 National Normal School *a*	....	40	4,000	....	....	....	38-48	×	×	×	×	×	×	×	....	....	×	....	....
70 Mansfield Normal College *	4	50	300	50	25	6	37	×	0	×	×	×	×	×	0	×	×	0	
71 Western Reserve Normal School	3	40	....	....	....	....	30	0	0	×	×	×	×	×	0	0	×	0	June 17.
72 Millersburg Normal School	3	40	300	50	20	4	26	×	×	×	×	×	×	0	0	0	×	0	June 10.
73 Normal department of Mt. Union College *a*	3	....	....	....	....	....	32-40	×	×	×	×	×	×	×	....	....	×	....	July 22.
74 Kindergarten Training School	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
75 Ohio Central Normal School	1, 2, 3	44	650	50	100	12	38	×	×	×	×	×	×	....	....	×	×	0	July 21 and 22.
76 Ohio Free Normal School (Antioch College)	2	38	(*b*)	....	....	....	c15	0	0	0	0	(*b*)	(*b*)	(*b*)	(*b*)	0	×	0	June 23.
77 Ashland College and Normal School	3	40	....	25	6	5	40	×	×	×	×	×	×	0	0	0	×	0	May 25.
78 Oregon Normal School *d*	....	....	....	....	....	....	....	....	....	×	×	....	....	....	....	....	×	....	....
79 Lycoming County Normal School	....	20	100	0	0	3	6–16	0	0	0	×	×	0	0	0	×	e0	(*g*)	
80 Lycoming County Normal School	4	42	400	300	20	2	32	×	×	×	×	×	×	0	0	×	×	(*f*)	June.
81 Centennial Kindergarten Training School for Teachers	1	40	....	....	....	4	100	×	....	×	....	....	....	....	....	×	×	....	May 1.
82 Institute for Colored Youth	5	40	3, 167	76	265	1	0	×	0	0	0	×	×	....	0	×	×	0	
83 Philadelphia Training School for Kindergartners*	....	30	....	....	....	....	100	×	0	×	....	0	0	0	....	×	×	g×	May.
84 Pine Grove Normal Academy	4	39	275	200	....	6	24	....	....	×	×	....	....	....	....	....	×	0	
85 Snyder County Normal Institute	....	21	600	50	14	8	21	×	0	×	0	0	0	0	0	0	×	0	
86 Sheakleyville Normal Academy	....	25	....	....	....	....	15–18	×	....	0	0	0	....	0	0	0	0	0	
87 Avery Normal Institute	....	40	200	....	4	....	9	×	....	×	×	0	×	0	0	0	×	0	March.
88 Normal department of Brainerd Institute	2	36	60	....	....	1	....	×	....	×	....	0	....	....	....	....	....	0	June 30.
89 Claflin University, normal department*	3	33	1, 200	....	....	15	0	×	×	×	×	0	×	....	....	....	....	0	June 9.
90 Fairfield Normal Institute	....	40	0	0	0	0	0	×	....	×	×	0	....	0	0	×	×	f×	June.
91 Humboldt Normal Institute	1, 2, 3	40	350	....	25	8	32	×	×	×	×	0	0	0	0	×	×	0	June.

92	The Warner Institute		40			20		Adj	×	0	0	0	0	0	0	0	0	0				June.
93	Knoxville College	4	36	1,200	50	5	0	44	×	0	×	×	0	0	0	0	0		×	×	0	May 20.
94	Freedmen's Normal Institute	3	38	1,500	250	20	10	55	0	0	×	0	0	0	0	0	×	×	×	×	0	May 21.
95	Maryville Normal and Preparatory School	3	36			20	3	17	×		×								×	×	0	May 20
96	Normal department of Maryville College																					
97	Le Moyne Normal Institute	4	36	950	200	70	4	12	×	0	×	×	0	×	×	0	×	×	×	×	0	June 1.
98	Central Tennessee College, normal department	3	36				2	9	0	0	×	×	×	×	0	0	0	×	×	0	May 20.
99	Nashville Normal and Theological Institute		36	2,000				8	0	0	×	×	0	×	0	0	0	×	×	0	May.
100	Normal department of Fisk University	3, 5	40			50	2	10	×	0	×	×	×	×	0	×	×	0	×	×	0	May 26.
101	Winchester Normal*	4	40			50	7	40	×	0	×	×	0	0	0	0	×	×	×	×	0	June 12
102	Tillotson Collegiate and Normal Institute*		40	0	0	0	0	10, 15	0	0	×	0	0	0	0	0	0	0	0	0	0	June.
103	American Normal School	2	49	250	50	50	9	30	×	×	×	×	×	×	0	×	×	0	×	×	0	June 24
104	Whitesboro' Normal							20–50												×		
105	Yorktown Normal School		42					15–20	×	×	×	×	0	×	0	×				×	0	
106	Bennington Training School		40	100	100	10	2	0	×	0	×	0	×	×	×	0	×	×	×	×		
107	Valley Normal School								×		×	×										
108	St. Stephen's Normal School		40	0				0	×	0	×	×	0	0	0	0	0	0	×	0		
109	Storer College	3, 4	40	3, 200			2	[10–18	×	0	×	×	0	..	0	0	0	×	0		May 30.	
110	National German-American Teachers' Seminary		40	200				0	×		×	0	×	×								
111	Catholic Normal School of the Holy Family	3					2	]175–200	×	0	×	×					×		×	0		
112	Kindergarten Normal Institute	1	36	100		28	7	100	×	0	×	×	0	0	×		×	×	×	0	June 11.	
113	Normal department of Howard University	3	36					12	×	0	×		0	×	0	0	×	×	×	0	June 2.	
114	Normal department of Wayland Seminary	3						50													May, last Wed.	

* From Report of the Commissioner of Education for 1879.
[a] These statistics are for the year 1879.
[b] Has access to that of the college.
[c] Incidental expenses.
[d] Report for year ending June, 1880, is included in that of Christian College, Table IX; the normal school was suspended for the session of 1880–'81.
[e] County superintendent examines and gives certificate which authorizes the holder to teach in schools of the county.
[f] In schools of the county.
[g] Are authorized to conduct Kindergärten.
[h] Average charge.
[i] Includes room rent.
[j] Board and tuition.

MEMORANDA.

Pacific Kindergarten Normal School, Berkeley, Cal., removed to San Francisco. Northern Illinois Normal College (Rock River University), Dixon, Ill., no information received. Normal and Business School, Dover, Ill., no information received. Peoria County Normal School, Peoria Ill., closed. Normal School of the Evangelical Lutheran Synod, Andrew, Iowa, see Teachers' Seminary at Waverly; identical. Kansas Normal School and Business Institute, Paola, Kans., no information received. Cadiz Normal School, Cadiz, Ky., closed. Kentucky Normal School, Carlisle, Ky. closed; this work transferred to the Agricultural and Mechanical College, at Lexington, in which a normal department will be opened September, 1881. Normal School, Morgantown, Ky., closed. Kentucky State Normal School, Farmdale, Ky., no session held in 1880. Normal department of New Orleans University, New Orleans, La., no information received. Training Class for Kindergarten Teachers, Baltimore, Md., closed with the session of 1879–'80. Cumberland Normal School, Cumberland, Md., no information received. Female Orphan School, Camden Point, Mo.; see Homes for Orphan or Dependent Children, Table XXII. Central Normal School, Genoa, Nebr., closed. Lumberton Normal School, Lumberton, N. C., name changed to Whitin Normal School. Trinity College Normal School, Trinity College, N. C., only a summer normal. Tileston Normal School, Wilmington, N. C., no information received. Normal College, Gallipolis, Ohio, no information received. Normal School, Perrysburg, Ohio, not in existence. Normal department of Wilberforce University, Wilberforce, Ohio, no information received. Riverview Normal and Classical Institute, Pittsburgh, Pa., closed. McNairy County Normal School, Purdy, Tenn., closed. Shenandoah Valley Normal School, Strasburg, Va., no information received.

TABLE IV.—*Statistics of commercial and business colleges for* 1880; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.						
								Total number of students, excluding duplicate enrolments.	In day school.			In evening school.		
									Total.	Male.	Female.	Total.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Course in Commerce, State Agricultural and Mechanical College.*	Auburn, Ala	.....	.....	Rev. I. T. Tichenor, D. D., president.	.....	.....	38	38	38	.....	.....	.....	.....
2	Howard College Business School	Marion, Ala	1842	1842	James T. Murfee, LL. D., pres't.	5	0	88	88	88	0	0	0	0
3	Sacramento Business College	Sacramento, Cal	.....	1873	E. C. Atkinson	5	1	173	132	123	9	41	39	2
4	Business department of St. Mary's College	San Francisco, Cal	1872	1863	Brother Bettelin	6	.....	60	60	60	.....	.....	.....	.....
5	Heald's Business College	San Francisco, Cal.	.....	1864	E. P. Heald	11	3	518	518	466	52	.....	.....	.....
6	Pacific Business College	San Francisco, Cal. (320 Post street).	...	1865	W. E. Chamberlain, jr	4	1	123	101	100	1	22	22	0
7	Garden City Commercial College*	San José, Cal	0	1861	Hermann B. Worcester	3	3	135	.....	.....	.....	.....	.....	.....
8	Commercial department of Pacific Methodist College.	Santa Rosa, Cal	.....	.....	W. A. Long	1	.....	3	.....	.....	.....	.....	.....	.....
9	Moore's Business University	Atlanta, Ga	...	1858	Benj. F. Moore, president	3	0	262	262	262	.....	.....	.....	.....
10	Cuthbert Commercial College	Cuthbert, Ga	.....	1879	Prof. B. C. Adams	2	.....	a41	.....	.....	.....	0	0	0
11	College of Commerce, Illinois Wesleyan University.	Bloomington, Ill	1856	1880	J. Geo. Cross, A. M	.....	2	156	156	127	29	.....	.....	0
12	Evergreen City Business College	Bloomington, Ill	...	1875	Marquam & Baker	3	1	275	200	165	35	75	60	15
13	Athenæum Business School	Chicago, Ill	.....	.....	Wm. Pitt Browne	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Commercial course of St. Ignatius College	Chicago, Ill. (413 W. Twelfth street).	1870	1870	Rev. Thos. H. Miles, S. J., president.	6	.....	77	77	77	.....	.....	.....	.....
15	H. B. Bryant's Chicago Business College and English Training School.*	Chicago, Ill. (77, 79, and 81 State street).	.....	1856	H. B. Bryant	11	2	540	500	450	50	115	100	15
16	Metropolitan Business College	Chicago, Ill. (149–153 State st)	.....	.....	.....	5	0	130	.....	.....	.....	.....	.....	.....
17	Souder's Chicago Business College	Chicago, Ill. (278 W. Madison street).	.....	1872	J. J. Souder	4	.....	310	205	181	24	105	92	13
18	Commercial department of Eureka College	Eureka, Ill	.....	.....	H. W. Everest, A. M., president	.....	..	33	33	(33)		.....	.....	.....
19	Western Business College	Galesburg, Ill	1862	1862	J. M. Martin & Bro	2	.....	117	72	67	5	45	31	14
20	Jacksonville Business College and English Training School.	Jacksonville, Ill	.....	1866	G. W. Brown	5	1	571	409	348	61	162	123	39
21	Joliet Business College and English Training School.	Joliet, Ill	1866	1866	Prof. Homer Russell	3	4	800	800	600	200	400	300	100

23	Commercial department of McKendree College	Lebanon, Ill			F. F. Roose	1		53	53	(53)								
23	Commercial department of Mt. Morris College	Mt. Morris, Ill			M. G. Rohrbaugh	1												
24	Onarga Commercial College	Onarga, Ill	1865	1865	Rev. J. B. Robinson, A. M., D. D., president.	2	2	54	54	44	10	0	0	0				
25	Parish's Business College and Telegraphic Institute.	Peoria, Ill		1865	A. S. Parish	1	1	147	128	108	20	20	20	0				
26	Gem City Business College	Quincy, Ill. (508 Main street)	0	1870	D. L. Musselman	4		370										
27	Becker's Business College	Rockford, Ill	0	1866	E. C. A. Becker	2	3	200	160	140	20	40	34	6				
28	Springfield Business College	Springfield, Ill			S. Bogardus	3		140	80	75	5	60	56	4				
29	Evansville Commercial College	Evansville, Ind. (cor. Third and Main streets).		1850	G. W. Rank and E. J. Wright	3		283	214	193	21	69	69					
30	Maumee Business College	Fort Wayne, Ind		1878	Rev. Addis Albro, M. S	3		126	115	84	31	11	11	0				
31	Indianapolis Bryant & Stratton Business College and Telegraph Institute.	Indianapolis, Ind. (N. Pennsylvania street).		1858	C. C. Koerner	11	1	864	552	504	48	312	292	20				
32	Star City Business College	La Fayette, Ind	0	1866	P. W. Kennedy	2	0	68	68	63	5	28	28	0				
33	Hall's Business College	Logansport, Ind		1867	Prof. E. A. Hall	2	1	90	61	45	16	29	23	6				
34	Commercial department of the University of Notre Dame.	Notre Dame, Ind	1844	1842	Rev. C. Kelley, C. S. C	6		b21	b21	b21								
35	Terre Haute Commercial College	Terre Haute, Ind. (cor. Main and Sixth streets).		1862	W. C. Isbell and H. C. Miller	3	1	218	145	125	20	83	75	8				
36	Northern Indiana Commercial Colleges	Valparaiso, Ind		1873	H. B. Brown, president													
37	Commercial Institute c	Bloomfield, Iowa			O. A. Shotts													
38	Clinton Business College	Clinton, Iowa		1870	W. H. Pearce	2		120	100	85	15	32	28	4				
39	Davenport Business College	Davenport, Iowa		1865	D. R. Lillibridge and W. H. H. Valentine.	10		684	684	617	67							
40	Bowen's Business College and Academy*	Des Moines, Iowa	0	1872	B. W. Bowen	3		175	94	64	30	107	79	28				
41	Baylies' Commercial College	Dubuque, Iowa	1859	1858	C. Baylies	8	2	275	200	160	40	175	125	50				
42	Hurd's National Business College of Upper Iowa University.	Fayette, Iowa		1867	H. E. Hurd	2	1	148	148	108	40							
43	Iowa City Commercial College	Iowa City, Iowa			F. R. Williams			76										
44	Commercial and telegraph department of Oskaloosa College.*	Oskaloosa, Iowa			M. P. Givens	1		d130	d130	(d130)								
45	Ottumwa Business College	Ottumwa, Iowa		1871	W. D. Strong	2		52	46	37	9	22	16	7				
46	Mt. Pleasant Business College*	Richmond, Iowa		1878	A. Marquam	1	0	45	30	20	10	40	25	15				
47	Commercial department of Whittier College	Salem, Iowa			J. W. Coltrane, A. M., president	(e)		(e)										
48	Cruzen's Commercial College*	Leavenworth, Kans			J. H. Cruzen	1	1	18	18	16	2	11	10	1				
49	Western Business College	Topeka, Kans		1867	M. A. Pond	1		114	85	62	23	29	29					
50	Commercial department of Kentucky Military Institute.	Farmdale, Ky	1847	1875	Prof. Robt. H. Wildberger	3		26	26	26		0	0	0				
51	Commercial College of Kentucky University	Lexington, Ky			Wilbur R. Smith, president; H. W. Smith, principal.	4		f145	130	130		15	15	0				
52	Warr's Bryant & Stratton Business College*	Louisville, Ky. (80 Main st.)		1865	W. T. Burks	4		347	309	302	7	38	38					
53	J. W. Blackman's Commercial College	New Orleans, La. (131 Caronelet street).		1862	J. W. Blackman	4		50	35	35		25	25					
54	Soulé's Commercial College and Literary Institute.	New Orleans, La. (cor. St. Charles and Lafayette sts.)	1861	1856	George Soulé	8	0	321	243	243	0	78	78	0				
55	Dirigo Business College and Telegraph Institute	Augusta, Me. (Water street)	1867	1865	R. B. Capen	2		f256	221	184	37	35	24	11				

*From Report of the Commissioner of Education for 1879.

a There were also 90 students in penmanship only.

b Number of commercial graduates.

c No separate report of this school; see report of normal school with which it is associated, Table III, Part 2.

d Includes some irregular and some preparatory students.

e See Table IX.

f This number may include some duplicates.

TABLE IV.—*Statistics of commercial and business colleges for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.						
								Total number of students, excluding duplicate enrolments.	In day school.			In evening school.		
									Total.	Male.	Female.	Total.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
56	Commercial College	Bucksport, Me	.....	.....	Rufus P. Gardner	1	....	....	....	....	....	....	....	....
57	Commercial College	Vassalborough, Me	.....	.....	Frank A. Appleton	(a)	(a)	(a)	(a)	(a)	(a)	....	....	....
58	Eaton & Burnett's Business College	Baltimore, Md	.....	.....	A. H. Eaton and E. Burnett	10	....	488	....	....	....	....	....	....
59	Sadler's Bryant & Stratton Business College	Baltimore, Md. (6 and 8 N. Charles street).	.....	1804	Warren H. Sadler	12	....	468	....	....	....	....	....	....
60	Bryant & Stratton Commercial School*	Boston, Mass. (606 Washington street).	.....	1860	H. B. Hibbard	8	5	425	425	375	50	....	....	....
61	French's Business College	Boston, Mass. (459 Washington street).	.....	1848	Charles French, A. M	4	0	234	195	180	15	39	30	9
62	Sawyer's Commercial College	Boston, Mass. (161 Tremont street).	0	1838	George A. Sawyer	3	0	136	136	104	32	0	0	0
63	Carter's Comm'l College and School of Business	Pittsfield, Mass	0	1861	Benjamin Chickering	2	....	43	24	22	2	b19	b19	....
64	Aylworth's Commercial School*	Battle Creek, Mich	.....	1879	L. Carlos Aylworth	2	0	46	16	8	8	30	20	10
65	Battle Creek Business College	Battle Creek, Mich	.....	1879	C. W. Stone	1	....	42	42	34	8	38	30	8
66	Bay City Business College*	Bay City, Mich	0	1870	Cyrus H. Devlin	2	1	48	34	34	....	14	14	....
67	Goldsmith's Bryant & Stratton Business University.	Detroit, Mich	.....	1850	J. H. Goldsmith	6	....	300	194	183	11	106	101	5
68	Mayhew Business College	Detroit, Mich. (156 Jefferson avenue).	.....	1859	Ira Mayhew, LL. D	4	2	120	105	92	13	45	38	7
69	Grand Rapids Business College and Practical Training School.	Grand Rapids, Mich	.....	1866	C. G. Swensberg	2	....	155	155	130	25	..	....	....
70	Commercial and telegraphic department of Hillsdale College.	Hillsdale, Mich	1855	1866	Alexander C. Rideout, LL. D	2	....	187	130	(130)		57	....	....
71	Jackson Business College	Jackson, Mich	.....	1871	G. M. Devlin	2	1	106	77	64	13	29	22	7
72	Kalamazoo Business College and Telegraph Institute.	Kalamazoo, Mich	.....	1869	W. F. Parsons	1	....	100	100	85	15	20	15	5
73	Curtiss Business College	Minneapolis, Minn	.....	1875	C. C. Curtiss, A. M., president	c7	....	c300	....	....	....	....	....	....
74	Curtiss Business College d	St. Paul, Minn	.....	1879	C. C. Curtiss, A. M., president	....	....	....	....	....	....	....	....	....
75	St. Paul Business College and Telegraphic Institute.*	St. Paul, Minn	0	1865	William A. Faddis	4	....	269	216	203	13	125	119	6

76	Winona Business College	Winona, Minn	.....	.....	Lambert & Drew	4	....	244	....	....	....	....	....	....	....	....	....
77	St. Stanislaus Commercial College	Bay St. Louis, Miss	1870	1855	Brother Florimond, president	14	....	90	90	90	....	....	....	....	....	....	....
78	Bryant's Business College	St. Joseph, Mo	.....	1864	Thomas J. Bryant, A. M., LL. B., president.	2	0	210	171	128	43	48	46	....	....	....	....
79	St. Joseph Commercial College	St. Joseph, Mo	1872	1867	Brother Arthemian	9	0	109	109	109	....	....	....	....	....	....	....
80	Bryant & Stratton Business College	St. Louis, Mo	1861	1854	W. M. Carpenter, M. D	8	2	434	360	305	55	74	72	1	....	....	....
81	Commercial department of the St. Louis University.	St. Louis, Mo	1832	1829	Rev. Joseph E. Keller, S. J., president.	7	0	151	151	151	0	0	0	0	....	....	....
82	Jones' Commercial College	St. Louis, Mo	1849	1841	Jonathan Jones	6	1	268	208	250	18	(e)	(e)	(e)	....	....	....
83	Mound City Commercial College	St. Louis, Mo. (210 N. 4th street).	1861	1859	Thomas A. Rice, A. M., LL. B., president.	6	0	249	155	155	0	94	94	0	....	....	....
84	Great Western Business College	Omaha, Nebr	.....	1873	Prof. George R. Rathbun	1	....	70	40	35	5	35	35	....	....	....	....
85	School of Practice	Fisherville, N. H	.....	1879	J. H. Larry	5	....	70	70	40	30	....	....	....	....	....	....
86	Gaskell's Bryant & Stratton Business College	Manchester, N. H	.....	1865	William Heron, jr	2	....	80	45	30	15	35	18	17	....	....	....
87	New Hampton Commercial College	New Hampton, N. H	.....	1877	Rev. A. B. Meservey, A.M., PH.D	(f)	(f)	(f)	....	....	....	....	....	....	....	....	....
88	Commercial College	Portsmouth, N. H	.....	1873	Lewis E. Smith	(g)	(g)	(g)	(g)	(g)	(g)	0	0	0	....	....	....
89	Elizabeth Business College	Elizabeth, N. J. (315-323 Jefferson avenue).	1873	1872	James H. Lansley, PH. D	3	2	110	92	58	34	18	18	....	....	....	....
90	Gaskell's Jersey City Business College	Jersey City, N. J	.....	1879	Prof. G. A. Gaskell	3	....	100	40	38	2	60	60	....	....	....	....
91	Bryant & Stratton Business College	Newark, N. J	.....	1863	Arthur B. Clark	11	2	315	180	161	19	135	108	27	....	....	....
92	Business College	Salem, N. J	.....	.....	H. P. Davidson, A. M.	....	....	11	11	6	5	....	....	....	....	....	....
93	Capital City Commercial College	Trenton, N. J	.....	1865	Andrew J. Rider	7	0	222	156	149	7	66	66	....	....	....	....
94	Folsom's Business College	Albany, N. Y	.....	1857	C. E. Carhart	4	1	235	142	139	3	93	90	3	....	....	....
95	Browne's Business College	Brooklyn, N. Y. (304 and 306 Fulton street).	.....	1849	T. R. Browne	6	....	456	302	273	29	154	123	31	....	....	....
96	Claghorn's Bryant & Stratton Commercial School.	Brooklyn, N. Y. (40 Court street).	.....	1861	Charles Claghorn	3	1	141	141	134	7	0	0	0	....	....	....
97	French's Business and Telegraph College	Brooklyn, N. Y. (311 Fulton st., corner Johnson st.).	.....	1868	George W. French, LL. B	3	1	116	75	38	37	41	37	4	....	....	....
98	Wright's Business College*	Brooklyn, N. Y	0	1873	Henry C. Wright	4	1	274	274	252	22	116	106	10	....	....	....
99	Bryant's Buffalo Business College	Buffalo, N. Y. (corner Main and Seneca streets).	.....	1852	J. C. Bryant & Son	....	....	....	....	....	....	....	....	....	....	....	....
100	Commercial department of St. Joseph's College	Buffalo, N. Y	.....	1861	Brother Idrastan	4	....	103	83	83	.....	20	20	....	....	....	....
101	Elmira Business College	Elmira, N. Y	0	1858	Augustus J. Warner	2	0	90	90	90	.....	....	....	....	....	....	....
102	Geneva Business College	Geneva, N. Y	.....	1880	A. E. Mackey	1	....	20	10	10	.....	10	7	3	....	....	....
103	Elmwood Seminary Commercial and Select School.	Glen's Falls, N. Y	.....	.....	James N. Whipple	(h)	(h)	(h)	(h)	(h)	(h)	....	....	....	....	....	....
104	Cady & Walworth's Business College	New York, N. Y. (36 East Fourteenth street).	.....	1873	C. E. Cady	3	....	191	97	92	5	94	93	1	....	....	....
105	Commercial department of the College of St. Francis Xavier.	New York, N. Y. (49 West Fifteenth street).	.....	1847	Rev. Samuel H. Frisbee, S. J., president.	3	....	....	....	....	....	....	....	....	....	....	....
106	Packard's Business College*	New York, N. Y. (805 Broadway).	.....	1858	S. S. Packard	9	1	208	208	193	15	0	0	0	....	....	....
107	Paine's Business College	New York, N. Y. (62 Bowery, cor. Canal st.).	0	1849	Martin S. Paine	4	2	434	294	248	46	140	112	28	....	....	....

* From Report of the Commissioner of Education for 1879.

a This college is associated with Oak Grove Seminary; for report, see Table VI.

b Penmanship only.

c Including those in the branch at St. Paul.

d Branch of the Curtiss Business College at Minneapolis.

e Included in report of scholars in day school.

f This college is associated with New Hampton Literary Institution; for report, see Table VI.

g This college is associated with Smith's Academy; for report, see Table VI.

h Reported with academic department; see Table VI.

TABLE IV.—*Statistics of commercial and business colleges for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.						
								Total number of students, excluding duplicate enrolments.	In day school.			In evening school.		
									Total.	Male.	Female.	Total.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
108	Paine's Up-town Business College	New York, N. Y. (1313 Broadway, cor. Thirty-fourth st.	0	1872	Martin S. Paine	2	1	366	250	213	37	116	102	14
109	Eastman National Business College	Poughkeepsie, N. Y.	....	1859	E. White	12	....	978	960	956	4	185	178	7
110	Rochester Business University	Rochester, N. Y. (cor. W. Main and Exchange sts.).	0	1863	L. L. Williams	5	0	493	364	332	32	129	98	31
111	Troy Business College	Troy, N. Y.	1871	1858	Thos. H. Shields	2	....	200	150	145	5	50	40	10
112	Commercial department of Wake Forest College	Wake Forest, N. C	1835	1868	L. R. Mills, A. M.	1	....	....	....	....	....	....	....	....
113	Akron Business College	Akron, Ohio	....	1866	O. S. Warner, A. M	2	....	60	20	17	3	40	40	....
114	Commercial department of Ashland College	Ashland, Ohio	1880	1879	Frank P. Foster	1	....	19	19	19	....	....	....	....
115	Commercial department of St. Xavier College*	Cincinnati, Ohio	1842	1831	Rev. R. J. Meyer, S. J	4	0	94	94	94	0	0	0	0
116	Nelson's Business College	Cincinnati, Ohio (southeast cor. Fourth and Vine sts.).	....	1856	Richard Nelson, president	7	....	....	....	....	....	....	....	....
117	Nelson's Ladies' Business College	Cincinnati, Ohio	....	1880	Miss Ella Nelson	3	1	....	....	....	....	....	....	....
118	Queen City Commercial College	Cincinnati, Ohio (Northwest cor. Fifth and Walnut sts.).	....	1874	Henry A. Faber	4	....	a174	104	98	6	70	70	....
119	Spencerian Business College	Cleveland, Ohio (cor. Superior and Seneca sts.).	....	1852	Platt R. Spencer	6	....	520	370	327	43	150	143	7
120	Capital City Commercial College*	Columbus, Ohio	....	1878	McClenahan and Woodruff	3	1	304	252	220	32	52	45	7
121	Columbus Business College*	Columbus, Ohio (98 North High st.).	....	1865	E. K. Bryan	3	1	230	230	200	30	....	....	....
122	Business department of Mt. Union College b	Mt. Union, Ohio	....	....	O. N. Hartshorn, LL. D., pres't.	5	....	231	231	(231)		....	....	....
123	Oberlin Commercial Institute	Oberlin, Ohio	....	1880	McKee & Frasier	2	0	50	50	48	2	0	0	0
124	Van Sickle's Business College	Springfield, Ohio	....	1871	J. W. Van Sickle, A. M., M. D., PH. D.	1	....	36	19	16	3	17	17	0
125	Toledo Business College	Toledo, Ohio	0	1868	G. E. Detwiler	4	1	246	139	96	43	107	98	9
126	Zanesville Business College	Zanesville, Ohio	....	1866	F. M. Obogulll and H. B. Parsons.	....	....	110	85	77	8	25	25	....
127	Allentown Business College	Allentown, Pa	....	1869	William L. Blackman	2	....	75	63	63	....	12	12	....
128	Commercial course in St. Vincent's College	Beatty's P. O., Pa	1870	....	Rt. Rev. Boniface Wimmer, O. S. B., president.	....	....	73	73	73	....	....	....	....

129	Commercial department in Trach's Academy	Easton, Pa	.....	1872	R. H. Trach	(c)	(c)	(c)	.....	.....	.....	.....	.....	.....
130	Knauss' Business College	Easton, Pa	0	1873	Walter P. Gregory	3	...	130	78	71	7	52	47	5
131	Commercial department of the State Normal School.*	Indiana, Pa	.....	.....	John H. French, LL. D	.....	.....	.....	.....	.....	.....	.....	.....	.....
132	Wyoming Commercial College	Kingston, Pa	0	1863	Rev. L. L. Sprague, A. M	2	....	94	84	82	2	10	10	....
133	Lancaster Commercial College	Lancaster, Pa	.....	1880	H. C. Weidler	2	....	14	7	7	....	7	5	2
134	Bryant, Stratton & Smith Business College	Meadville, Pa	.....	1865	A. W. Smith	4	1	95	95	75	20	.....	.....	.....
135	Crittenden Philadelphia Commercial College*	Philadelphia, Pa. (1131 Chestnut street).	1855	1844	John Groesbeck	9	....	364	.....	.....	.....	.....	.....	.....
136	Peirce's Union Business College	Philadelphia, Pa. (39 South Tenth street).	0	1865	Thomas May Peirce, M. A	13	....	572	338	293	45	234	228	6
137	Select Commercial School	Philadelphia, Pa. (1432 Chestnut street).	.....	1875	Chester E. Pond	1	....	45	25	.....	.....	20	.....	.....
138	Hinman's Pottsville Business College	Pottsville, Pa	1875	1875	James C. Kane	1	..	70	50	38	12	20	20	....
139	Williamsport Commercial College	Williamsport, Pa	1866	1865	F. E. Wood	5	....	a245	178	158	20	67	60	7
140	Providence Bryant & Stratton Business College.	Providence, R. I. (283 Westminster street).	0	1863	Theodore B. Stowell	7	0	285	202	176	26	83	80	3
141	Scholfield's Commercial College	Providence, R. I. (137 Westminster street).	.....	1846	Albert G. Scholfield	3	1	182	143	129	14	39	39	....
142	Behm's Chattanooga Commercial College	Chattanooga, Tenn	0	1875	Jeremiah Behm	1	....	a57	26	25	1	31	30	1
143	Leddin's Business College	Memphis, Tenn	1867	1865	T. A. Leddin	2	....	a81	47	47	0	34	34	0
144	Commercial department of Burritt College	Spencer, Tenn	.....	1880	T. W. Comer	1	0	47	47	44	3	0	0	0
145	Commercial School in Winchester Normal*	Winchester, Tenn	.....	.....	James W. Terrill, president	.....	.....	.....	.....	.....	.....	.....	.....	.....
146	Island City Business College	Galveston, Tex	.....	1878	John Joss and Jas. M. Benish	3	....	78	51	38	13	27	26	1
147	Livingston's Galveston Business College	Galveston, Tex	1877	1877	Edward Livingston, A. M	2	1	58	49	40	9	9	9	0
148	Commercial School Southwestern University	Georgetown, Tex	.....	.....	R. F. Young, A. M	1	....	39	39	39	.....	.....	.....	.....
149	Commercial College of Trinity University	Tehuacana, Tex	.....	.....	Rev. W. E. Beeson, D. D., president.	(d)	(d)	(d)	.....	.....	.....	.....	.....	.....
150	Old Dominion Business College	Richmond, Va	1868	1867	Geo. M. Nicol	1	....	45	26	26	....	19	19	....
151	Great Southern Business College*	Parkersburg, W. Va	.....	1876	A. J. M. Hosom	1	1	114	114	102	12	.....	.....	.....
152	National Business College	Wheeling, W. Va	.....	1860	J. M. Frasher & Co	4	....	110	80	70	10	30	30	....
153	Fond du Lac Commercial College	Fond du Lac, Wis	.....	1866	S. D. Mann	1	1	110	90	60	30	20	20	0
154	Green Bay Business College	Green Bay, Wis	.....	1868	Clarence A. Murch	2	2	105	94	80	14	42	36	6
155	Silsbee Commercial College	Janesville, Wis	1877	1866	J. B. Silsbee	3	1	150	105	100	5	45	40	5
156	La Crosse Business College	La Crosse, Wis	.....	1868	J. L. Wallace	2	....	176	.....	.....	.....	.....	.....	.....
157	Northwestern Business College	Madison, Wis	.....	1865	R. G. Deming	5	....	190	.....	.....	.....	.....	.....	.....
158	Spencerian Business College	Milwaukee, Wis	1870	1863	Robert C. Spencer	3	1	256	179	167	12	77	72	5
159	Oshkosh Business College	Oshkosh, Wis	.....	1867	W. W. Daggett	3	....	235	196	161	35	39	36	3
160	Pio Nono Business College	St. Francis Station, Wis	0	1871	Rev. Wm. New	5	0	35	35	35	.....	.....	.....	.....
161	Spencerian Business College*	Washington, D. C. (corner D and Ninth streets).	0	1864	Henry C. Spencer	2	1	283	160	121	39	123	90	33
162	Commercial department of the University of Washington Territory.	Seattle, Washington Territory.	.....	.....	C. M. Anderson	3	....	19	19	13	6	.....	.....	.....

* From Report of the Commissioner of Education for 1879.
a This number may include some duplicates.
b These statistics are for the year 1879.
c See report of Trach's Academy and Commercial School, Table VI.
d Not separately reported, see Table IX.

TABLE IV.—*Statistics of commercial and business colleges for* 1880, *&c.*—Continued.

NOTE.—The branches taught are indicated by ×.

Name.	Number of students.					Average age of students.	Branches taught.												Volumes in library.		Number of months in full course of study.	Number of weeks in scholastic year.	Number of months of evening school.	Annual charge to each student for tuition.
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.		Common English and correspondence.	Penmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.	Whole number.	Increase in the last school year.				
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1 Course in commerce, State Agricultural and Mechanical College.*	....	....	....	....	..	.....	×	×	×	×	×	....	....	....	....	....	....	×	.....	.....	24	....	....	.....
2 Howard College Business School	0	0	12	15	0	17	×	×	×	×	×	×	×	×	×	0	0	0	1,200	75	8¼	36	0	$80
3 Sacramento Business College	5	27	2	..	..	17	×	×	×	×	0	0	×	×	×	×	×	×	650	.....	12	52	12	75
4 Business department of St. Mary's College	....	....	....	....	20	18	×	×	×	×	0	0	×	×	0	×	....	....	3,000	150	40	43	....	.....
5 Heald's Business College	14	46	21	43	39	20	×	×	×	×	×	×	×	×	×	×	×	×	.....	.....	6–24	52	0	100
6 Pacific Business College	0	12	0	3	2	20	×	×	×	0	×	×	×	×	×	0	×	×	50	0	8	52	12	140
7 Garden City Commercial College*	5	22	....	1	3	17	×	×	....	×	×	×	×	×	×	×	×	×	50	.....	6	46	6	115
8 Commercial department of Pacific Methodist College.	....	....	....	....	....	.....	×	×	....	×	....	....	....	×	....	....	....	....	.....	.....	.....	40	....	....	60
9 Moore's Business University	0	0	0	0	0	23	0	×	0	×	×	0	×	×	×	0	0	0	.....	.....	11½	50	....	a40, 60
10 Cuthbert Commercial College	....	....	..	16	..	17	×	×	×	×	0	0	×	×	×	×	....	....	75	75	10	38	0	b30
11 College of Commerce, Illinois Wesleyan University	57	....	....	....	....	.....	×	×	×	×	....	....	×	×	....	....	×	×	.....	.....	9	40	....	75
12 Evergreen City Business College	15	....	31	....	....	17	×	×	....	×	×	....	×	×	×	....	×	....	.....	.....	12	52	6	45
13 Athenæum Business School	....	....	....	....	....	.....	×	×	....	×	....	....	....	....	....	....	....	....	.....	.....	.....	....	....	65
14 Commercial course of St Ignatius College	....	....	....	....	....	.....	×	×	....	×	....	....	....	....	....	....	....	....	.....	.....	.....	42	....	40
15 H. B. Bryant's Chicago Business College and English Training School.*	62	..	55	....	..	18	×	×	....	×	×	×	×	×	×	×	×	0	.....	.....	24	12	7	100
16 Metropolitan Business College	....	....	....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	....	....	.....
17 Souder's Chicago Business College	15	....	30	....	..	18	×	×	....	×	×	....	×	×	....	....	×	....	.....	.....	24	52	8	75
18 Commercial department of Eureka College	....	....	....	....	....	.....	×	×	....	×	....	....	×	×	×	....	....	....	.....	.....	20	40	....	.....
19 Western Business College	..	3	....	....	....	18	×	×	×	×	×	0	×	×	×	×	×	×	150	4	10	48	6	60
20 Jacksonville Business College and English Training School.	16	....	12	....	....	20. 2	×	×	×	×	×	....	×	×	e×	×	×	×	350	.....	20	42	6	d70
21 Joliet Business College and English Training School.	....	....	....	....	....	16	....	....	....	....	....	....	....	....	....	....	....	....	10, 000	6, 000	24	50	11	50
22 Commercial department of McKendree College	....	..	....	....	....	.....	×	×	....	×	....	....	×	×	....	....	×	....	.....	.....	.....	....	....	40
23 Commercial department of Mt. Morris College	....	....	....	....	....	.....	×	×	....	×	....	....	×	×	×	....	....	....	.....	.....	.....	....	....	.....
24 Onarga Commercial College	0	0	0	0	0	20	×	×	....	×	×	....	×	×	....	....	....	....	.....	.....	10	40	....	35

25	Parish's Business College and Telegraphic Institute.	6	5	....	....	....	18	....	×	....	×	....	×	×	....	....	×	×	....	....	50	4	50
26	Gem City Business College	....	....	....	....	....	....	×	×	×	....	×	×	....	....	....	....	100	0	....	50	....	60
27	Becker's Business College	0	1	4	0	0	17	×	×	0	×	×	0	×	×	0	0	0	×	0	8–12	51	6	*c*50
28	Springfield Business College	....	....	....	....	....	....	×	×	....	×	....	....	×	×	....	×	×	....	100	....	6	48	6	65
29	Evansville Commercial College	....	....	....	....	....	19	×	×	×	×	×	....	×	×	×	....	....	....	....	6	52	9	*e*40
30	Maumee Business College	....	....	....	....	....	20	×	×	0	×	0	0	×	×	×	0	0	....	....	6	42	6	35
31	Indianapolis Bryant & Stratton Business College and Telegraph Institute.	13	48	125	5	....	19	×	×	×	×	×	×	×	×	×	×	×	×	....	4–18	52	12	40–150
32	Star City Business College	6	3	0	0	0	18	....	×	0	×	×	0	×	×	0	×	×	×	0	0	(*f*)	48	7	*g*50
33	Hall's Business College	0	0	0	0	0	18	×	×	×	×	×	×	×	×	×	×	0	0	....	....	6	36	6	40
34	Commercial department of the University of Notre Dame.	....	....	....	....	....	....	×	×	×	×	....	....	×	....	....	....	....	....	....	....	20	42	....	....
35	Terre Haute Commercial College	....	8	....	....	....	20	×	×	×	×	×	....	×	×	....	....	×	300	150	.....	....	9	*g*40
36	Northern Indiana Commercial College*h*	....	....	....	....	....	....	×	×	....	×	....	....	×	....	×	....	....	....	....	.....	....	....	....	....
37	Commercial Institute*h*	....	....	....	....	....	....	×	×	×	×	....	....	×	×	....	....	×	....	....	.....	....	....	....	32
38	Clinton Business College	....	....	....	....	....	....	×	×	....	×	....	....	×	....	×	....	....	60	....	6	50	6	65
39	Davenport Business College	14	....	8	....	....	18	×	×	×	×	×	×	×	×	0	×	0	....	....	12	52	....	60
40	Bowen's Business College and Academy*	0	0	0	0	0	18	×	×	×	×	0	×	×	×	0	•0	0	0	0	10, 20	52	12	40
41	Baylies' Commercial College	22	....	2	....	....	19	×	×	×	×	0	×	×	×	×	×	×	250	....	6	52	6	70
42	Hurd's National Business College of Upper Iowa University.	....	....	2	....	....	18	×	×	×	....	0	×	×	0	0	0	×	....	....	6	40	....	*i*20–25
43	Iowa City Commercial College*	....	....	....	....	....	....	×	×	×	....	....	×	....	....	×	....	....	....	....	.....	....	....	....	....
44	Commercial and telegraph department of Oskaloosa College.*	....	....	....	....	....	....	×	×	....	×	0	×	×	....	....	×	×	....	....	.....	....	....	....	35
45	Ottumwa Business College	....	....	....	....	....	18	×	×	×	×	×	....	×	×	×	×	....	50	....	(*f*)	40	4	*g*40
46	Mt. Pleasant Business College*	....	....	....	....	....	19	....	×	×	×	....	....	×	×	×	....	....	....	....	3	....	9	....
47	Commercial department of Whittier College	....	....	....	....	....	....	×	×	....	×	....	....	×	×	....	....	....	....	....	3	....	....	....	....
48	Crusen's Commercial College*	2	2	....	....	....	19	×	×	×	×	....	×	....	×	....	×	×	0	....	12	52	12	50
49	Western Business College	....	....	....	....	....	19	×	×	....	×	....	....	×	×	×	×	....	....	....	6	46	6	*i*35
50	Commercial department of Kentucky Military Institute.	0	0	0	0	0	19	×	×	0	×	×	0	0	*j*×	×	0	0	0	....	10	40	....	100
51	Commercial College of Kentucky University	1	....	....	....	....	19	×	×	....	×	....	....	....	....	....	....	×	....	....	11	48	12	*g*40
52	Warr's Bryant & Stratton Business College*	....	....	....	....	....	17	×	×	×	×	×	....	×	×	....	×	....	....	....	12	51	8	50
53	J. W. Blackman's Commercial College	....	....	....	....	....	17	×	×	....	×	×	....	×	×	....	....	....	125	5	(*f*)	52	12	100
54	Soulé's Commercial College and Literary Institute.	2	0	7	19	0	14	×	×	×	×	×	0	×	×	×	×	×	0	1, 570	12–48	52	12	100–150
55	Dirigo Business College and Telegraph Institute.	0	23	....	....	....	18	×	×	×	×	×	×	×	×	×	0	0	×	104	6	43	....	*g*35
56	Commercial College	....	....	....	....	....	....	×	×	....	×	....	....	×	....	....	....	....	....	....	.....	....	....	....	(*k*)
57	Commercial College	0	0	5	3	0	16	×	×	×	×	×	0	×	×	×	0	0	0	(*l*)	0	(*l*)	....	....	30
58	Eaton & Burnett's Business College	....	....	....	....	....	....	×	×	....	×	×	....	×	×	....	....	×	×	....	4–12	52	6	*m*60
59	Sadler's Bryant & Stratton Business College	....	....	....	....	....	....	×	×	....	×	....	....	×	....	....	×	×	....	....	.....	50	6	*m*60
60	Bryant & Stratton Commercial School*	....	....	....	....	....	17	×	×	....	×	0	0	×	×	0	0	0	0	....	10	44	0	160
61	French's Business College	23	0	1	1	1	18	×	×	....	×	×	×	×	×	×	×	×	....	....	12	52	6	120
62	Sawyer's Commercial College	12	0	0	0	0	23	×	×	×	×	×	×	×	×	×	0	×	0	....	.....	44	0	120
63	Carter's Commercial Coll. and School of Business.	0	0	0	0	0	19	×	×	0	×	×	0	×	×	0	0	0	....	....	3–12	48	6	100

* From Report of the Commissioner of Education for 1879.

a For terms of 4 and 6 months.
b For scholarship.
c Also civil government.
d $20 for tuition in evening school.
e For membership.
f Time unlimited.
g For life scholarship.
h No separate report of this school; see report of normal school with which it is associated, Table III, part 2.
i For course.
j Also international law.
k $15 for the first term and $10 for any succeeding term.
l This college is associated with Oak Grove Seminary; for report, see Table VI.
m For six months in the day school.

TABLE IV.—*Statistics of commercial and business colleges for* 1880, *&c.*—Continued.

NOTE.—The branches taught are indicated by ×.

	Name.	Number of students.					Average age of students.	Branches taught.												Volumes in library.		Number of months in full course of study.	Number of weeks in scholastic year.	Number of months of evening school.	Annual charge to each student for tuition.
		In phonography.	In telegraphy.	In German.	In French.	In Spanish.		Common English and correspondence.	Penmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.	Whole number.	Increase in the last school year.				
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
64	Aylworth's Commercial School*																								
65	Battle Creek Business College	0	3	0	0	0	19	×	×	0	×	0	0	×	×	0	0	0	×			0	40	6	$40
66	Bay City Business College*							×	×		×				×							10	42	9	75
67	Goldsmith's Bryant & Stratton Business University.						19	×	×	×	×		0	×	×	×	0	0	0			4–6	52	6	a40–60
68	Mayhew Business College	8	10				21	×	×		×			×	×	×	×	×	×			10	44	6	85
69	Grand Rapids Business College and Practical Training School.						20	×	×	0	×	×	0	×	×	×	×	0	0			(b)			c50
70	Commercial and telegraphic department of Hillsdale College.							×	×	×	×			×	×	×	×		×			3–8	38		a30–55
71	Jackson Business College						19–20	×	×	×	×	0	0	×	×	×	×	0	0			10		9	40
72	Kalamazoo Business College and Telegraph Institute.						19	×	×		×			×	×							10	44	6	50
73	Curtiss Business College							×	×		×				×	×						6–12			d40
74	Curtiss Business College							×	×		×				×	×						6–12			d40
75	St. Paul Business College and Telegraphic Institute.*		21				21	×	×	×	×	0	0	×	×	×	×	0	×	217	38	8–12	50	6	80
76	Winona Business College							×	×		×			×									50	6	f5–10
77	St. Stanislaus Commercial College			10	30		15	×	×	×		×	×	×	×		×			1,050		40	40		50
78	Bryant's Business College	0	0	0	0	0	18	×	×	×	×	×	0	×	×	×	×	0		1,000		12	52	6	30
79	St. Joseph Commercial College			40	6		13	×	×	×	×	×	×	×	×	×	×	0	0	1,000		10	42		16–40
80	Bryant & Stratton Business College	13	68				19	×	×		×	×	×	×	×			×	×			6	52	7	g60
81	Commercial department of the St. Louis University.	0	20	43	20	0	14	×	×	×	×	×	×						×	(h)		10	40	0	60
82	Jones' Commercial College	0	0	0	0	0		×	×	0	×	0	0	×	×	×	×	0	0	250		(b)	52	8	a50
83	Mound City Commercial College	3	0	0	0	0	17	×	×	0	×	×	×	×	×	×	×	×	×	230	10	4–12	52	6	30–90
84	Great Western Business College						20‡	×	×	×	×	×	0	×	×	×	0	×	0			12	48	8	50

85	School of Practice	4	12	....	6	....	17	×	×	×	×	×	×	×	×	×	....	×	×	.....	.....	(b)	40	....	....	40	
86	Gaskell's Bryant & Stratton Business College	....	....	....	....	....	19	×	×	.	×	....	....	×	×	×	....	....	×	.....	.....	.....	52	6	100		
87	New Hampton Commercial College	....	....	....	....	....	....	×	×	....	×	....	....	×	....	....	....	....	×	.....	.....	.....	40	....	a30		
88	Commercial College	0	0	0	6	0	16	×	×	....	×	....	....	....	....	....	....	....	....	.....	.....	.....	40	....	....		
89	Elizabeth Business College	....	....	....	....	....	17½	×	×	×	×	×	0	×	×	×	×	×	0	650	25	(b)	40	8	40–120		
90	Gaskell's Jersey City Business College	....	....	....	....	....	18	....	×	....	×	....	....	×	×	×	....	....	....	.....	.....	.....	52	6	100		
91	Bryant & Stratton Business College	....	....	13	3	....	17	×	×	×	×	0	0	×	×	×	0	0	0	225	35	11	47	5	75		
92	Business College	....	....	....	....	....	....	×	×	....	×	....	....	×	×	×	....	....	....	.....	.....	.....	40	....	50		
93	Capital City Commercial College	....	5	....	....	....	18	×	×	0	×	0	0	×	×	×	×	0	×	50	.....	6–24	44	6	60		
94	Folsom's Business College	....	....	....	....	....	18	×	×	....	×	×	....	×	×	×	....	....	....	.....	.....	4–8	44	6	¢100		
95	Browne's Business College	....	....	....	....	....	18	×	×	0	×	0	0	×	×	0	0	0	0	300	.....	12	48	12	55		
96	Cleghorn's Bryant & Stratton Commercial School	0	0	18	0	0	17	....	×	0	×	0	0	×	×	×	×	0	0	.....	.....	10–15	40	0	120		
97	French's Business and Telegraph College	16	40	....	....	....	18–20	×	×	....	×	×	×	....	×	....	×	×	×	.....	.....	.....	52	12	60–100		
98	Wright's Business College*	14	0	32	4	0	16	×	×	....	×	×	×	....	×	....	....	×	×	.....	.....	.....	52	12	60–100		
99	Bryant's Buffalo Business College	....	....	....	....	....	....	0	×	×	×	×	×	×	×	×	0	×	0	100	.....	10	40	10	60, 80		
100	Commercial department of St. Joseph's College	8	10	48	3	....	16	×	×	0	×	×	0	×	×	×	0	0	0	.....	.....	.....	52	6	....		
101	Elmira Business College	0	0	0	0	0	18	×	×	0	×	×	×	×	×	×	0	×	×	2,050	.....	20	42	3	40		
102	Geneva Business College	....	....	....	....	....	18	×	×	×	×	×	....	×	×	....	....	....	....	40	0	4–6	48	6	j10		
103	Elmwood Seminary Commercial and Select School.	....	....	....	....	....	22	×	×	×	×	×	×	×	×	×	×	×	×	.....	.....	3–5	40	6	65		
		....	....	....	....	....	....	×	×	×	×	×	....	×	×	....	....	....	....	(k)	.....	.....	30	....	k30		
104	Cady and Walworth's Business College	50	....	....	....	....	18	....	×	....	×	....	....	×	×	×	....	×	....	.....	.....	12	48	8	m130		
105	Commercial department of the College of St. Francis Xavier.	....	.	....	....	....	....	×	×	....	×	....	....	....	....	....	....	....	....	.....	.....	3–4yrs	....	....	60		
106	Packard's Business College*	18	0	16	32	18	17	×	×	....	×	0	0	×	×	×	....	×	0	400	.....	10	44	0	170		
107	Paine's Business College	27	0	8	0	5	20	×	×	0	×	×	0	×	×	0	×	×	0	0	0	12	52	12	80–150		
108	Paine's Up-town Business College	5	0	5	0	0	19	×	×	0	×	×	0	×	×	0	×	×	0	0	0	12	52	12	80–150		
109	Eastman National Business College	12	63	....	....	....	18½	×	×	×	×	×	0	×	×	×	×	×	×	.....	.....	3–4	52	5	n50		
110	Rochester Business University	0	0	0	0	0	20½	×	×	0	×	×	0	×	×	×	0	0	0	0	.....	4–12	25	6	100		
111	Troy Business College	....	5	....	....	....	17	×	×	....	×	×	....	×	×	×	....	....	×	75	5	12	52	6	75		
112	Commercial department of Wake Forest College	....	....	....	....	....	....	×	×	....	×	....	....	×	....	....	×	....	×	.....	.....	.....	40	....	60		
113	Akron Business College	3	....	....	....	....	21	×	×	0	×	×	0	....	×	×	0	×	0	.....	.....	6	29	6	35–60		
114	Commercial department of Ashland College	....	....	....	....	....	....	×	×	....	×	....	....	....	×	....	....	×	....	.....	.....	3–9	39	....	o35		
115	Commercial department of St. Xavier College*	0	10	110	31	0	16	×	×	....	×	....	....	....	×	....	....	....	....	p14,000	.....	10	43	0	60		
116	Nelson's Business College	....	....	....	....	....	....	×	×	....	×	....	....	....	×	×	×	×	....	.....	.....	4–9	....	7	o50		
117	Nelson's Ladies' Business College	....	....	....	....	....	....	×	×	....	×	....	....	....	×	×	×	×	....	.....	.....	4–9	....	7	....		
118	Queen City Commercial College	....	....	....	....	....	....	....	×	0	×	....	0	×	×	×	....	....	....	158	.....	....	52	6	50		
119	Spencerian Business College	21	....	5	....	....	17	×	×	×	×	0	0	×	×	×	×	×	0	.....	.....	12	52	9	50		
120	Capital City Commercial College*	9	8	....	....	....	18	×	×	×	×	×	0	×	×	×	×	×	×	400	50	20	48	6	60		
121	Columbus Business College*	....	....	....	....	....	18	×	×	....	×	×	....	×	×	×	....	....	....	.....	.....	5–30	45	0	45		
122	Business department of Mt. Union College q	....	....	....	....	....	....	....	×	....	×	....	....	×	×	×	....	....	....	.....	.....	.....	....	....	o30		
123	Oberlin Commercial Institute	0	0	0	0	0	....	×	×	0	×	×	0	×	×	0	×	0	0	.....	.....	10	....	....	36		
124	Van Sickle's Business College	....	....	....	....	....	21	×	×	0	×	0	0	×	×	×	0	0	0	.....	.....	12	40	7	50		
125	Toledo Business College	....	....	26	13	....	17	×	×	×	×	×	×	×	×	×	0	0	0	.....	.....	12	52	6	42½		
126	Zanesville Business College	....	....	....	....	....	....	×	×	×	×	....	....	×	×	×	....	....	....	.....	.....	.....	52	6	.....		

* From Report of the Commissioner of Education for 1879.
a For scholarship.
b Time unlimited.
c Average charge.
d For commercial course.
e Branch of Curtiss Business College at Minneapolis.
f Per month.
g In English department; other branches $50–$160 for 6 months.
h See report of classical department, Table IX.
i For life membership; evening students pay $38.
j Charge to each student a month.
k Reported with academic department; see Table VI.
l For course.
m In day school; $20 a quarter in evening school.
n For life scholarship.
o For full course.
p College library.
q These statistics are for the year 1879.

TABLE IV.—*Statistics of commercial and business colleges for* 1880, *&c.*—Continued.

NOTE.—The branches taught are indicated by ×.

	Name.	Number of students.					Average age of students.	Branches taught.											Volumes in library.		Number of months in full course of study.	Number of weeks in scholastic year.	Number of months of evening school.	Annual charge to each student for tuition.
		In phonography.	In telegraphy.	In German.	In French.	In Spanish.		Common English and correspondence.	Penmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.	Whole number.	Increase in the last school year.				
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
127	Allentown Business College	12					18	×	×	×	×	×	0	×	×	×	×	×	0	98	1	6–10	40	8	$50
128	Commercial course in St. Vincent's College							×	×	×	×		×		×	×		×	×			2 yrs	42		
129	Commercial department in Trach's Academy							×	×		×				×	×		×					44	6	50
130	Knauss' Business College			4			18	×	×	0	×	0	0	×	×	×	×	0	0			12	52	6	50
131	Commercial department of the State Normal School.[a]							×	×		×			×	×										65
132	Wyoming Commercial College		25				20	×	×		×			×	×	×			×			4	40	3	a30
133	Lancaster Commercial College								×		×			×	×			×				10	44	6	60
134	Bryant, Stratton & Smith Business College						18	×	×	×	×	×	×	×	×	×						11		6	
135	Crittenden Philadelphia Commercial College[a]																						51	7	100
136	Peirce's Union Business College	15					18½	×	×		×			×	×					85	5	10	42	6½	100
137	Select Commercial School						21		×		×			×	×							6	52	12	90
138	Hinman's Pottsville Business College						18	×	×	×	×	×		×	×		×					12	52	7	75
139	Williamsport Commercial College			20			18	×	×	×	×			×	×	×	×			1,000	200	10	42	8	30
140	Providence Bryant & Stratton Business College							×	×	0	×	0	0	×	×	×	0	×	0			12	52	6	100
141	Schofield's Commercial College						19	×	×	×	×	×	0	×	×	×	0	×	0	155	5	11	48	8	108
142	Behm's Chattanooga Commercial College							×	×	0	×	0	0	×	×	×	0	0	0	50		(*b*)		12	
143	Leddin's Business College						19		×		×			×	×	×		×		409		12	52	7	50
144	Commercial department of Burritt College	0	0	0	0	0	18		×	×	×				×	×			0	0		10	40	0	25–40
145	Commercial School in Winchester Normal[a]							×	×		×					×									
146	Island City Business College			12			20	×	×	×	×	×		×	×	×	×					3	52	12	160
147	Livingston's Galveston Business College			8			16	×	×		×	×		×	×										40
148	Commercial School, Southwestern University							×	×		×				×										
149	Commercial College of Trinity University							×	×		×												40		54
150	Old Dominion Business College						17	×	×		×					×				541	5	6	26	6	50
151	Great Southern Business College[a]							×	×	×	×														
152	National Business College						17	×	×		×			×		×	×						52	12	c40
153	Fond du Lac Commercial College	6					20	×	×	×	×	×	×	×	×	×	×	×	0	75		6–12	50	5	40–50
154	Green Bay Business College	14	6				18	×	×	×	×	×	0	×	×	×	0	×	×	100	10	6–12	52	7	45
155	Silsbee Commercial College		5	18			20	×	×	×	×	×	0	×	×	×	0	×	×				4		30

154	Green Bay Business College	14	6				16	×	×	×	×	×	0	×	×	×	0	×	×	100	10	6–12	52	7	40
155	Silsbee Commercial College		5	12			20	×	×	×	×	×	0	×	×	×	×	0	×			5	48	7	38, 40
156	La Crosse Business College																			300	21		52		
157	Northwestern Business College																						52		36
158	Spencerian Business College						18		×		×			×	×	×	×			220		10	52	6	85
159	Oshkosh Business College	0	0	0	0	0	20	×	×		×	×		×	×					100	10	6	52	6	50
160	Pio Nono Business College		6	30	0	0	14–15	×	×		×	×	0	×	×	0	×	0	×			10	40		180
161	Spencerian Business College*	4	0	0	0	0		×	×		×				×	×						24	40	10	60
162	Commercial department of the University of Washington Territory.							×	×		×		×						×			2 yrs			33, 39

* From Report of the Commissioner of Education for 1879. a For four months. b Time unlimited. c Life scholarship.

TABLE IV.—*Memoranda.*

Name.	Location.	Remarks.
St. Viateur's College	Bourbonnais Grove, Ill	The classical and business colleges are one; see Table IX.
Gregory Business College	Newark, N. J	Not found.
Buffalo Telegraph College	Buffalo, N. Y	Closed.
Claverack Commercial College	Claverack, N. Y	Not properly a commercial college.
Hudson Business College	Hudson, N. Y	Removed to Geneva and organized with name of Geneva Business College.
Oberlin Business College	Oberlin, Ohio	Succeeded by Oberlin Commercial Institute.
Knauss' Institute of Business and Finance	Easton, Pa	Name changed to Knauss' Business College.
Keystone Business College	Lancaster, Pa	Superseded by Lancaster Commercial College.

Commercial and business colleges from which no information has been received.

Name.	Location.	Name.	Location.
Commercial course in Spring Hill College	Near Mobile, Ala.	Parson's Commercial College	Louisiana, Mo.
Bloomington Business University	Bloomington, Ill.	Dolbear's Commercial College	New York, N. Y.
Commercial department of Ewing College	Ewing, Ill.	Bryant & Stratton Business College and Telegraphic Institute	Syracuse, N. Y.
Allen's Business College	Burlington, Iowa.	Bryant & Stratton Utica Business College	Utica, N. Y.
Baylies' Mercantile College	Keokuk, Iowa.	Miami Commercial College	Dayton, Ohio.
Dolbear's Commercial College	New Orleans, La.	Buckeye Business and Telegraph College	Sandusky, Ohio.
Portland Business College	Portland, Me.	Bryant & Stratton Business College	Philadelphia, Pa.
Comer's Commercial College	Boston, Mass.	Iron City College	Pittsburgh, Pa.
Parson's Business College	East Saginaw, Mich.	Greenwich Commercial College	East Greenwich, R. I.
Lansing Business College	Lansing, Mich.	Dolbear's Commercial College	Nashville, Tenn.
St. John's Commercial College	St. Joseph, Minn.	Frank Goodman & Co's Nashville Business College	Nashville, Tenn.
Spalding's Commercial College	Kansas City, Mo.		

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of—	
	1	2	3	4	5	6	7	8
1	Kindergarten (Judson Female Institute).*	Marion, Ala		Mrs. M. E. F. Bioveno			4-7	
2	Kindergarten	Sacramento, Cal		Miss D. A. Curtis				
3	Mrs. Colgate Baker's Kindergarten.	San Francisco, Cal. (848 and 850 Van Ness avenue)	1878	Miss Woodbridge	0	12	3-6	4
4	Jackson Street Free Kindergarten.	San Francisco, Cal. (116 Jackson street).	1879	Miss May Kittredge	1	55	2½-5	6
5	Jackson Street Public Kindergarten.	San Francisco, Cal. (116 Jackson street).	1880	Flora van Den Bergh	1	40	5, 6	5
6	Kindergarten of the Little Sisters' Infant Shelter.	San Francisco, Cal. (512 Minna street).	1879	Miss Fannie Temple		40	2-6	4
7	Kindergarten of Young Women's Christian Association.	San Francisco, Cal. (29 Minna street).	1880	Miss Lizzie Muther	1	40	3-6	4
8	Model Kindergarten	San Francisco, Cal. (1711 Van Ness avenue).	1880	Emma Marwedel	1	40	2½-9	4
9	Shipley Street Free Charity Kindergarten.	San Francisco, Cal. (Shipley street).		Mrs. M. Lloyd		35		
10	Silver Street Kindergarten.	San Francisco, Cal. (Silver street).	1879	Miss Kate D. Smith	2	78	3-6	4
11	Kindergarten (Hartford Female Seminary).	Hartford, Conn		Miss M. E. Welch		24	(a)	
12	Kindergarten in New Britain Seminary.	New Britain, Conn			1	16		
13	American Kindergarten.*	New Milford, Conn	1878	Miss Mamie C. Wells	1	21	3-12	4
14	Misses Alcott and Sherwood's Kindergarten.*	Stamford, Conn. (Prospect street).	1879	Misses Alice Alcott and Florence Sherwood.		10	3-7	3½
15	Kindergarten*	Wilmington, Del. (730 Market street).	1879	Cora H. Rust		15	3-7	3
16	Kindergarten*	Jacksonville, Fla	1879	Miss Sarah Brewster		20	3-7	4
17	Kindergarten*	Macon, Ga. (Orange street).	1878	Anna E. Mills	0	12	3-7	3

* From Report of the Commissioner of Education for 1879. a Under 10.

inquiries by the United States Bureau of Education.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
.....	.....	Block building, weaving, embroidering, song plays, calisthenics, &c.	Blocks, splits, paper, &c	The inventive faculties are developed, accuracy and patience in work acquired, and the finer sensibilities cultivated.
5	40	All Fröbel's occupations, modelling, &c.	Fröbel's gifts, piano, blackboard, &c.	Develops the physical, moral, and intellectual faculties in perfect health and beauty, and forms the groundwork of a thorough education.
5	46	Regular Kindergarten occupations.	Usual appliances.....	Excellent.
5	42	Weaving, sewing, stick and tablet laying, paper folding, drawing, pricking, the gifts, and reading and writing.	Kindergarten benches and tables, an organ, pictures, books, slates, and blackboards.	Cultivates the perceptive faculties, tends to make the child attentive and observant, careful and obedient, awakens a desire for knowledge, and aids the physical development.
6	44	All Fröbel's occupations; sewing, weaving, drawing, perforating, paper folding, peas work, embroidery, block building, modelling, games, and songs.	Fröbel's gifts	Very satisfactory.
5	40	Usual Kindergarten occupations and games.	Kindergarten gifts, tables, and material for occupations.	Harmonious training of mind and body.
5	40	Usual occupations, gardening, &c.	Usual apparatus and appliances.	Happiness, comfort, and justice create a healthy atmosphere of kindness and love, strengthening mind and body in a natural and harmonious development of good habits and an independent and responsible character, without injuring the individual powers.
5	44	All Fröbel's occupations.....	All modern apparatus and appliances, aquarium, plants, piano, pictures, &c.	All that could be hoped for by the most sanguine disciples of Fröbel.
5	40	Making forms with blocks and sticks, weaving, classifying animals from pictures, reading, counting, drawing, and printing.	Blocks, colored mats, slats, checked slates, paper, low tables, and small chairs.	Marked physical and mental development.
5	40	Fröbel's occupations.....	All Fröbel's gifts and materials.	
5	35	Modelling, weaving, sewing, pricking, painting, drawing, peas and cork work, paper folding and cutting, music, plays, and games.	Kindergarten tables and chairs, piano, blocks, rings, sticks, balls, slates, geometrical forms, colored charts, &c.	A superior preparation for the advanced departments of study.
5	26			
5	32	Block building, tablet, stick and ring laying, sewing, weaving, pricking, paper folding and cutting, peas work, clay modelling, and gardening.	All material necessary for Fröbel's occupations, blackboard, and globe.	Very favorable.

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
18	Belleville Kindergarten.	Belleville, Ill. (Jackson street).	1874	Miss Clara Miller	2	116	3-7	4½
19	Miss Brown's Kindergarten.	Chicago, Ill. (cor. Erie and Dearborn sts.).	.....	Miss Brown	1	21	.....	.....
20	Charity Kindergarten.*	Chicago, Ill. (corner Chicago avenue and La Salle street).	1879	S. E. Walker	1	56	3-6	3
21	Fröbel Kindergarten and School.	Chicago, Ill. (61 Twenty-second street).	1878	Mrs. A. B. Scott	1	22	4-10	3
22	Fröbel School and Kindergarten.	Chicago, Ill. (corner Bishop Court and Madison street).	.....	Miss Sara Eddy	.....	47	.....	.....
23	Kindergarten	Chicago, Ill. (1114 Milwaukee avenue).	.....	Mrs. Busch	.....	24	.....	.....
24	Kindergarten	Chicago, Ill. (s. e. cor. Wabash avenue and Harmon Court).	.....	.....	1	30	.....	.....
25	Kindergarten*	Chicago, Ill. (375 North La Salle street).	1878	Misses Annie and Mary Howe.	.....	30	3-7	2½
26	Kindergarten	Chicago, Ill. (1605 Prairie avenue).	.....	.....	.....	25	.....	.....
27	Kindergarten	Chicago, Ill. (122 South Morgan street).	.....	.....	1	20	.....	.....
28	Kindergarten	Chicago, Ill. (1818 Indiana avenue).	1879	Miss Sherah R. Spike	.....	13	3-7	3
29	Park Institute Kindergarten.	Chicago, Ill. (103 Ashland avenue).	1873	Mrs. A. E. Bates	3	64	4-8	3-4½
30	Parish Kindergarten	Danville, Ill.	1880	Rev. W. F. Taylor (rector).	.....	.....	.....	.....
31	Forrestville Public Kindergarten.	Hyde Park, Ill. (Forty-fifth street and St. Lawrence avenue).	1878	Miss Emma Hayward	1	30	3-7	4
32	La Grange Kindergarten.	La Grange, Ill.	1877	Mary F. Fox	.....	40	4	6
33	Franklin Kindergarten.*	Franklin, Ind. (cor. Adams and Young streets).	1879	Celia G. Turner	0	10	3-8	3
34	Indianapolis Kindergarten.	Indianapolis, Ind. (456 N. Meridian street).	1875	Alice Chapin	4	35	3-10	3-5
35	Meridian Hall Kindergarten.*	Indianapolis, Ind. (108 N. Meridian street).	1879	Auguste Steiger	2	25	3-9	4
36	North End Kindergarten.	Indianapolis, Ind. (s. e. cor. Illinois and Eighth streets).	1880	Mary L. Aughinbaugh	1	20	3-8	3

*From Report of the Commissioner of Education for 1879.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Fröbel's gifts and occupations, declamations, singing, gymnastics, &c.	Usual apparatus and appliances.	A superior preparation for the more advanced grades.
5	47	Block building, tablet and staff laying, clay modelling, paper pricking, sewing, weaving, songs, games, and movement plays.	Worsted balls, boxes of blocks, match splints, rings, paper, needles, and clay.	Imparts dexterity and grace of movement, and cultivates the perceptive faculties and thinking powers.
5	38	All of Fröbel's gifts and occupations, songs and games.	Fröbel's	Develops physically and mentally.
5	40	Fröbel's occupations; block building, tablet, stick and ring laying, perforating, sewing, weaving, drawing, painting, modelling, care of plants, games, singing, marching, &c.	Fröbel's gifts from the 1st to the 10th, paints, worsteds, drawing books, aquarium, plants, piano, &c.	Strengthens the body, gives grace in movement, and develops the imaginative, inventive, and perceptive faculties and the powers of observation and concentration in a marked degree.
5	40	Sewing, weaving, stick and ring laying, drawing, folding, block building, &c.	Squared tables, chairs, blackboards, globes, &c.	Imparts grace of motion, develops the perceptive faculties, creates a love of the beautiful, and systematically trains mind and hand.
5	40	Usual occupations	Fully equipped	Most gratifying.
5	40	Fröbel's occupations, and reading, number, and object lessons for older pupils.	Fröbel's gifts, chairs, ruled tables, piano, blackboards, &c.	Develops the body and strengthens the mind.
5	40	Usual Kindergarten occupations and primary instruction.		Superior preparation for the public school.
5	36	1st, 2d, and 3d gifts, weaving, sewing, drawing, clay modelling, stick and ring laying.	Balls, parallel bars, and bean bags.	Improves the bodily condition, enlarges the scope of observation, stimulates the imaginative powers, and elevates the tone of the moral nature.
5	40	Those given by Fröbel, music, marching, care of plants, &c.	The gifts and material for the occupations, with wholesome well ventilated rooms and pleasant playground.	Imparts strength and grace, teaches self-control, trains the powers of perception and conception, and is an excellent groundwork for all subsequent mental culture.
5	40	Fröbel's 20 gifts, stick laying, drawing, perforating, pricking, weaving, block building, pea work, modelling, &c.		Its tendency is to make children happy, healthy, and good natured.
5	40	Building with cubes, picture laying with squares and triangles, stick laying, drawing, pricking, sewing, weaving, paper cutting and folding, modelling, &c.	Balls, cubes, tablets, and other necessary material.	Develops the physique, gives manual skill, freedom and grace in motion, leads to habits of thought, brings out the inventive faculties and gives ease in the use of language.

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of—	
	1	2	3	4	5	6	7	8
37	Marion Kindergarten	Marion, Ind. (Fifth street).	1879	M. J. Dwinnell	....	18	3–8	3,4
38	Cedar Rapids Kindergarten.	Cedar Rapids, Iowa (60 Iowa avenue).	1877	Mrs. C. F. Madeira and daughters.	4	58	3½–10	3
39	Des Moines Kindergarten.*	Des Moines, Iowa (Ninth street).	1876	Mrs. Lucy B. Collins	2	30	3½–7	3
40	Lawrence Kindergarten.	Lawrence, Kans	1874	Miss Georgina Coathupe.	0	20	4–10	3
41	Kindergarten, College of the Sisters of Bethany.	Topeka, Kans	1880	Miss N. F. Hanson	1	45	2½–10	3½
42	Miss E. D. Powell's Kindergarten.*	Louisville, Ky. (66 Breckinridge street).	1870	Miss E. D. Powell	1	15	4–7	3
43	Kindergarten of Locquet-Leroy Institute.*	New Orleans, La	1877	Mrs. N. Cooper	....	23	4–7	....
44	Bates Street Kindergarten.	Lewiston, Me. (34 Nichols street).	1875	Mary H. Irish	0	80	4–7	5
45	Kindergarten	Lewiston, Me	....	Eleanor E. Jones	....	....	....	....
46	Kindergarten	Baltimore, Md. (139 W. Biddle street).	1880	Nannie Montgomery Johns.	....	11	3–7	3
47	Normal Kindergarten.a	Baltimore, Md. (289 Carrollton avenue).	1880	Mrs. Annie Newell Tolson.	....	..	4–7	....
48	Normal School Kindergarten.b	Baltimore, Md. (Lafayette Square).	1879	Anna W. Barnard	0	22	3–7	3
49	Patterson Park Kindergarten.*	Baltimore, Md. (322 East Baltimore street).	1877	Miss Kate S. French	3	30	3–8	4

*From Report of the Commissioner of Education for 1879.
aSuspended at Christmas, 1880; will be reopened in the fall of 1881.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Sewing, weaving, working in clay, paper cutting and folding, drawing, stick laying, block building, with books for older pupils.	1st, 3d, 4th, 5th, 8th, and 9th gifts, with tables, chairs, and cabinet.	Strengthens the body, awakens the mental faculties, particularly those of perception, and constantly stimulates a desire for information.
5	40	All of Fröbel's gifts and occupations, reading, &c., to the more advanced pupils, movement games, songs, and gymnastics.	All of Fröbel's gifts, piano, plants, birds, cabinet, and all other necessary apparatus for teaching advanced children.	Beneficial in the development of the physical and mental natures and a superior culture morally and socially.
5	36	1st, 2d, 3d, 4th, 5th, 6th, 7th, 8th, and 9th gifts, pricking, sewing, weaving, folding, cutting and pasting, peas work, modelling, interlacing, and drawing.	Squared tables, blackboards, piano, &c.	Simultaneous development of head, heart, and hand.
5	....	Worsted work, paper mat making, building, singing; and reading, writing, and learning the use of figures for older children.	Usual apparatus.	
5	38	Reading, spelling, arithmetic, writing, drawing, housework of all kinds in miniature, making artificial flowers, worsted work, mat making, &c.	Everything necessary for the work, kitchen utensils, tables, dishes, beds, blackboards, &c.	Greatly beneficial.
5	40	Singing, games, weaving, sewing, pricking, pea work, clay work, slate writing, designing with rings and blocks, and the elements of reading and arithmetic.	All the usual appliances, with blackboards, tables, chairs, rings, dumb bells, and materials for calisthenics.	
.....	.....	Fröbel's occupations	Fröbel's gifts	It appeals to the whole nature of the child, reaching at once his intellect, his emotions, and his physical activities, and contributes to produce a balanced development not attainable by any other system.
5	37½	Block building, tablet and staff laying, perforating, sewing, weaving, folding, reading, number games, singing, object lessons, &c.	Nearly all Kindergarten gifts and material.	Excellent.
5	33	Fröbel's occupations, weaving, sewing, pricking, building, laying of rings and sticks, drawing, modelling, folding paper, singing, &c.	The gifts and occupations arranged by Fröbel for developing the triune nature of the child, including blackboard and chalks for lessons in color and form, piano, arrangements for the growth of flowers, &c.	Its beneficial effect in the physical development of the child is evident to the most superficial observer, and its agency in the development of the mind is even more marked, awakening as it does the creative faculties, giving clearness of thought, correctness of perception, and laying the foundations for after training.
.....	.....	Fröbel's occupations	Fröbel's materials.	
5	40	Building, stick and ring laying, weaving, pricking, drawing, sewing, gift exercises, games, plays, &c.	Fröbel's gifts	An excellent development of the physical, mental, and moral nature.
5	40	All Fröbel's gifts and occupations, with movement songs, games, gymnastics, &c.	Squared tables, low chairs, all Fröbel's gifts, plants, pictures, ornaments, piano, &c.	Physical development is very marked, and the preparatory mental training for the advanced departments of study is superior to that of any other system.

[b] These statistics are for the year ending June 10, 1880, at which date the Kindergarten was discontinued.

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of—	
	1	2	3	4	5	6	7	8
50	Miss Williams' Kindergarten.	Baltimore, Md. (211 North Howard street).	1874	E. Otis Williams	1	20	3-9	3
51	Mrs. Brown's Kindergarten.	Boston, Mass. (Hotel Cluny, Boylston street).	1879	Mrs. A. K. Brown	0	12	3-6	3
52	Chauncy Hall School Kindergarten.	Boston, Mass. (259 Boylston street).	1870	Mrs. H. B. Cushing	2	16	3-7	3
53	Free Kindergarten	Boston, Mass. (29 Hanson street).	.....	Lucy H. Symonds	.....	.....	.....	.....
54	Kindergarten of Newbury Street School.*	Boston, Mass. (34 Newbury street).	1878	Miss Mary E. Ward	2	15	3-7	3
55	Kindergarten School at the North End Mission.	Boston, Mass. (201 North street).	1879	Mrs. E. L. Sparks	1	79	2½-6	3
56	Parmenter Street Kindergarten No. 1.	Boston, Mass. (Cushman School).	1878	Mrs. Sarah S. Ropes	1	60	2-5	3
57	Parmenter Street Kindergarten No. 2.	Boston, Mass	.....	Miss Mary E. Cotting	.....	.....	.....	.....
58	Private Kindergarten	Boston, Mass. (52 Chestnut street).	1872	Miss Mary J. Garland and Miss Rebecca J. Weston.	1	18	3-5	3
59	Roxbury Kindergarten	Boston, Mass. (31 Moreland street).	1877	Miss C. R. Sandford	1	8	3-7	3
60	Brookline Free Kindergarten, Town Hall	Brookline, Mass. (Prospect street).	1877	Harriet B. Stodder	1	50	3-7	3
61	Kindergarten	Brookline, Mass. (corner Vermont street and Walker avenue).	1879	Mrs. Laura V. Wiggin	0	25	4-6	3
62	Kindergarten	Cambridge, Mass. (36 North avenue).	.....	Misses Wilson and Colby.	1	45	3-6	3
63	Kindergarten	Cambridge, Mass. (near University Press works).	.....	Miss Serena B. Frye	.....	.....	.....	.....
64	Sparks Street Kindergarten.	Cambridge, Mass. (17 Lowell street).	1877	M. Florence Taft	0	30	2½-6	3

*From Report of the Commissioner of Education for 1879.

Inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	36	The usual Kindergarten occupations and plays as taught by Fröbel.	Usual Kindergarten material.	Develops physically, mentally, and morally, and trains the child for superior application to study in more advanced departments.
5	40	Building, weaving, working with tablets, the use of colors in various ways, designing and drawing with papers, rings, and sticks, pricking, embroidering, and modelling in clay.	All apparatus and appliances necessary for the mentioned occupations.	The child's body is developed by the games played, morals are taught, and the mental training lays the foundation for a systematic, scientific education, which will help him to become an expert and artistic workman in any occupation in which he may be engaged.
5	38	Weaving, sewing, &c	Usual material for the manual occupations, boxes of blocks, balls, sticks, slats, &c.	
5	34	All Fröbel's occupations	Fröbel's gifts	Remarkably beneficial, giving a soundness and balance of mind not afforded by any other system, and preparing the child for future school work in an admirable manner.
5	....	Building, laying of figures with planes or staffs, folding, weaving, sewing, painting, drawing, and modelling.	Tables, chairs, and abundant Kindergarten material.	The children attending this Kindergarten are from the worst class of people, and under the training soon grow orderly, cleanly, kind to others, physically stronger, and more graceful.
5	40	Usual Kindergarten occupations.	All necessary material	It strengthens physically and makes the child intelligent and observant.
5	36	Fröbel's gifts in their proper sequence and the regular occupations, giving point, line, surface, and solid.	All necessary apparatus and appliances as given in Bradley's catalogue of Kindergarten materials.	The effect on the physical, mental, and moral nature is good.
5	36	Drawing, sewing, weaving, painting, singing, block building, stick and ring laying, bead, work, clay work, games, &c.		
5	40	Pricking, sewing, weaving, drawing, modelling, block building, object lessons, number lessons, paper folding, marching, singing, &c.	Squared tables, small chairs, boxes of wooden cubes, sticks, steel rings, slates, and drawing books, patchwork, cardboard, &c.	Promotes bodily and mental growth, teaches the child self-control, and develops in him an ability to think and act for himself.
5	40	Sewing, weaving, games, marches, &c.	Balls, blocks, straws, tables, pictures, and the gifts.	Kindergarten children are better fitted for higher school work than those otherwise taught.
5	40	Paper weaving, sewing on cards, drawing, block building, stick laying, and work in clay.	.....	Develops a capacity for quick and clear perception of form, size, and color; it trains all the senses, gives skill to the fingers, and health to the body, and is a superior preparation for higher education.
5	43	Fröbel's 1st, 2d, 3d, and 4th gifts, drawing, weaving, sewing, paper cutting, staff laying, &c.	All Kindergarten material ..	Harmonious development of all the physical, mental, and moral powers.

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of—	
	1	2	3	4	5	6	7	8
66	Cambridgeport Kindergarten No. 2.	Cambridgeport, Mass. (corner of Windsor and School streets).	1879	Mrs. Caroline C. Voorhees.	1	55	3-5	3
66	Moore Street Kindergarten.	Cambridgeport, Mass. (76 Moore street).	1879	Miss Caroline E. Carr..	1	55	3-5	3
67	Kindergarten	Chelsea, Mass. (16 Everett avenue).	1878	Louise De Bacon	1	17	3-9	3
68	Florence Kindergarten.	Florence, Mass. (Pine street).	1876	Miss Carrie T. Haven.	5	74	3-7	3
69	Kindergarten department of Eaton Family School.	Middleborough, Mass. (Grove street).	1878	Miss M. P. Eddy	....	8	2½-7	3
70	Mrs. Shaw's Charity Kindergarten.	North Cambridge, Mass. (Reed street).	1879	Mrs. S. L. Cook and Miss L. O. Fessenden.	....	60	3-5	3
71	Kindergarten.....	Detroit, Mich. (338 Jefferson avenue).	1879	Mrs. Eudora Hallmann	....	14	3-5	3
72	Kindergarten.....	Detroit, Mich. (63 Second street).	1880	Maria C. Elder	0	....	3-6	3
73	Kindergarten of the German-American Seminary.*	Detroit, Mich. (251 Lafayette street).	1869	Miss Augusta E. Hinze	2	40	3-6	3
74	Private Kindergarten.	Detroit, Mich. (681 Cass avenue).	1880	Mrs. M. I. Leach	0	15	3-6	3
75	The Misses Bacon's Kindergarten.*	Grand Rapids, Mich. (54 Jefferson avenue).	1875	E. E. Bacon	2	30	3-8	3
76	Ionia Kindergarten...	Ionia, Mich.....	1880	Lida A. Brooks.....	....	20	3-7	3
77	Charity Kindergarten.	Minneapolis, Minn. (corner Third avenue and Second st.).	1880	Mrs. E. R. Holbrook ...	1	20	3-7	3
78	Frœbel Kindergarten..	Minneapolis, Minn. (30 South Eighth st.).	1879	Elisabeth C. Stephenson.	....	....	3-8	3½
79	Kindergarten.....	Minneapolis, Minn. (227 South Sixth st.).	1875	Annie L. Conchman ...	1	18	4-8	4
80	St. Paul Kindergarten.	St. Paul, Minn. (36 Iglehart street).	1869	Mrs. M. W. Brown.....	6	40	3-9	4
81	Kindergarten department of State Normal School.	Winona, Minn.....	1880	Mrs. S. C. Eccleston ...	1	30	4-7	3

* From Report of the Commissioner of Education for 1879.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	42	Sewing, weaving, drawing, stick laying, ring laying, painting, singing, paper folding, pricking, object lessons, modelling in clay, &c.	Kindergarten tables and chairs, squared blackboard, 1st, 2d, 3d, and 4th gifts, weaving mats, sewing cards, planes, colored paper, counters, &c.	Improves the physical condition, makes the child bright, happy, and intelligent, and thoughtful and considerate for others.
5	40	Sewing, weaving, pricking, paper folding, painting, drawing, paper cutting, block building, modelling, stick and ring laying, parquetry, &c.	Chairs, tables, squared blackboards, all materials for the occupations, wooden beads, 1st, 2d, 3d, 4th, 7th, 8th, and 9th gifts, sponges, towels, handkerchiefs, &c.	Develops healthy, happy natures, increases the vitality, makes the mind receptive, the hand skilful, and greatly facilitates the ease with which the child advances in school work.
5	40	All the usual occupations and reading, writing, and arithmetic for advanced pupils.		
5	40	Most of Fröbel's gifts and occupations, gardening, and for the advanced class lessons in reading, writing, and numbers.	A large building arranged with reference to the needs of the Kindergarten; with tables, chairs, piano, and all necessary material.	Satisfactory in every respect.
5	38	All the occupations of Fröbel..	Everything necessary for the occupations.	Cultivates ear and voice, makes the child observant and attentive, eager for knowledge, and easy and ready in conversation.
5	36	Usual occupations, with instruction in sewing.	Usual apparatus and appliances.	
5	40	Usual occupations	Usual apparatus and appliances.	
5	....	Weaving, sewing, perforating, book mark work, folding, clay modelling, stick and peas work, ring laying, cutting and pasting, 1st, 2d, 3d, and 4th gifts.	Tables, chairs, pictures, &c ..	Tends to develop equally in all directions.
5	44	Twenty gifts of Fröbel and five of others, active bodily exercises, singing, speaking, and object lessons.	An open sunny playground, two large, well ventilated, and well lighted rooms, piano, pictures, plants, and all material necessary for the gifts.	The children are healthy and active, and the training is superior to any other as a preparation for the more advanced grades of study.
5	40	Building, weaving, sewing, perforating, drawing, stick, ring, and tablet laying, paper folding, mounting and interlacing, modelling, &c.	The usual appliances.....	Assists very materially in both physical and mental development.
5	40	The usual occupations	Those furnished by Steiger..	Excellent.
5	6	This Kindergarten was opened six weeks as an experiment, and as many of Fröbel's occupations were introduced as the time allowed.	....	Its tendency is to harmoniously develop the physical, mental, and moral powers.
5	40	All given by Fröbel	All necessary for the occupations.	Good.
5	....	Perforating, sewing, weaving, paper folding, interlacing, pasting, modelling, peas work, &c.	Balls, blocks, tablets, sticks, rings, &c.	Uniform development of mind and body.
5	40	Those embraced in Fröbel's system.	Those given by Fröbel	Favorable in every way.
5	40	Fröbel's occupations, with gymnastic exercises, music, singing, marching, and plays.	Fröbel's gifts, a piano, clay, Prang's natural history series, and objects brought by the pupils.	The physique is developed, the perceptive faculties are quickened, and mind and body both benefited.
5	40	Fröbel's occupations	All the apparatus and appliances needed in a completely furnished Kindergarten.	

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
92	Kindergarten of Elizabeth Aull Female Seminary.	Lexington, Mo. (Franklin and Pine streets).	1879	Miss M. H. Parks	1	32	2-10	3
93	Bates A. M. Kindergarten.	St. Louis, Mo. (928 Webster street).	1876	Mollie A. Clark	2	96	4-7	3
94	Bates P. M. Kindergarten.*	St. Louis, Mo	1876		a2	89		2½
95	Clay A. M. Kindergarten.	St. Louis, Mo. (corner Tenth and Farrar streets).	1876	Irene F. Wilson	5	132	6	3
96	Divoll A. M. Kindergarten.*	St. Louis, Mo. (Dayton street).	1875	Susie M. Simmons	4	98	5-7	3
97	Divoll P. M. Kindergarten.	St. Louis, Mo. (2943 Dayton street).	1875	Miss Kate Sayers	3	70	5-8	2½
98	Eliot A. M. Kindergarten.*	St. Louis, Mo			a6	b162		3
99	Eliot P. M. Kindergarten.*	St. Louis, Mo			a3	b106		2½
90	Everett A. M. Kindergarten.*	St. Louis, Mo. (1410 North Eighth st.).	1874		a4	b132		3
91	Everett P. M. Kindergarten.*	St. Louis, Mo. (1410 North Eighth st.).	1874		a4	b154		2½
92	Franklin A. M. Kindergarten.*	St. Louis, Mo. (corner Eighteenth street and Christy avenue).	1875		a4	b162		3
93	Franklin P. M. Kindergarten.*	St. Louis, Mo. (corner Eighteenth street and Lucas avenue).	1875		a2	b109		2½
94	Hamilton A. M. Kindergarten.*	St. Louis, Mo. (Twenty-fifth and Davis sts.).	1876	Mary Louise Naugle	4	70	5-7	3
95	Humboldt A. M. Kindergarten.*	St. Louis, Mo. (corner Jackson and Trudeau streets).			a2	b143		3
96	Humboldt P. M. Kindergarten.*	St. Louis, Mo. (corner Jackson and Trudeau streets).			a3	b149		2½
97	Peabody A. M. Kindergarten.*	St. Louis, Mo. (corner Carroll and Second Carondelet avenue).	1876		a4	b89		3
98	Peabody P. M. Kindergarten.	St. Louis, Mo. (corner Carroll and Second Carondelet avenue).		Mary D. Runyan	5	86	5-7½	2
99	Pope A. M. Kindergarten.*	St. Louis, Mo. (corner Laclede and Ewing streets).	1877		a5	b97		3
100	Pope P. M. Kindergarten.*	St. Louis, Mo. (corner Laclede and Ewing streets).	1877		a3	b50		2½
101	Webster A. M. Kindergarten.*	St. Louis, Mo. (corner Eleventh and Jefferson streets).	1875		a5	b185		3
102	Webster P. M. Kindergarten.*	St. Louis, Mo. (1905 Washington street, Carr Place).	1875		a6	b178		2½

*From Report of the Commissioner of Education for 1879.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	35	Study of shapes, colors, sounds, natural history, &c., fancy work, singing, and marching.	The usual appliances for the American system.	Good.
5	40	Weaving, sewing, slat work, peas work, folding, cutting, drawing, intertwining, and 1st, 2d, 3d, 4th, 5th, and 6th gifts.	Needles for weaving, perforating needles, and other apparatus used in Fröbel's system.	Harmonious development of the mental and physical powers, with a salutary effect on the moral.
5	40	Fröbel's gifts, Kindergarten games, perforating, sewing, drawing, &c.	Fröbel's gifts, small chairs, squared tables, &c.	Very beneficial.
5	40	Fröbel's occupations	Those given by Fröbel	Excellent in every way, strengthening and highly developing.
5	40	Those embraced in Fröbel's system.	All necessary for Fröbel's occupations.	
5	40	Those embraced in Fröbel's system.	All necessary for Fröbel's occupations.	Harmonious development of the physical, mental, and moral faculties.
5	40	Exercises with gifts and other Kindergarten occupations.	All necessary Kindergarten material and furniture.	
5	40	Exercises with gifts and other Kindergarten occupations.	All necessary Kindergarten material and furniture.	
5	40	Gift exercises and usual occupations.	Fröbel's materials	Good.
5	40	Fröbel's system	Fröbel's materials	Good.
5	40	Usual Kindergarten occupations.	All necessary for the occupations.	Admirable.
5	40	Modelling, peas work, perforating, weaving, sewing, drawing, and gift lessons.	Those necessary for the occupations.	It trains to habits of attention, of self-control, of action in concert, and of considerateness towards others.
5	40			
5	40	Fröbel's gift occupations, drawing, folding, modelling, &c.	Kindergarten furniture, tablets, building blocks, clay, &c.	Awakens thought and trains the eye and the mind to be servants of the will.
5	40	Fröbel's gift occupations, drawing, folding, modelling, &c.	Kindergarten furniture, tablets, building blocks, clay, &c.	Awakens thought and trains the eye and the mind to be servants of the will
5	40	Those recommended by Fröbel	Those used by Fröbel	Excellent in every way, strengthening and highly developing.
5	40	Those belonging to Fröbel's system, folding, weaving, &c.	Those used by Fröbel	It calls into play and strengthens every muscle of the child's body and faculty of his mind.
5	40	Fröbel's occupations	Balls, cubes, angles, squares, sticks, &c.	Imparts vigor to mind and body.
5	40	Fröbel's occupations	Balls, cubes, angles, squares, sticks, &c.	Imparts vigor to mind and body.
5	40	Pricking, sewing, drawing, weaving, interlacing, folding, cutting, peas work, modelling, &c.	Paper, zephyr worsted, cardboard, needles, sticks, peas, clay, &c.	The muscles are harmoniously developed, and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself.
5	40	Sewing, pricking, drawing, object lessons, games, &c.	Square tables, chairs, plates, rings, blackboards, &c.	The muscles are harmoniously developed, and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself.

a Whole number of teachers.

b Includes pupils in primary school.

TABLE V.— *Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils. Number.	Pupils. Between the ages of—	Pupils. Number of hours taught daily.
	1	2	3	4	5	6	7	8
103	Carondelet A. M. Kindergarten.*	South St. Louis, Mo. (corner Third and Hurck streets).	1875	.....	a4	145b	.....	3
104	Carondelet P. M. Kindergarten.*	South St. Louis, Mo. (corner Third and Hurck streets).	.....	.....	a2	106b	.....	2½
105	Christ Church's Kindergarten.	Beatrice, Nebr	1880	Miss Georgie M. Keith.	....	12	3-7	3½
106	Private Kindergarten*	Nashua, N. H. (corner Main and Temple streets).	1874	Miss Anna Held	0	16	3-7	3
107	Kindergarten of Wykeham Institute.	Bergen Point, N. J....	.....	Mrs. W. Townsend Ford, principal.	....	..	.....	....
108	Kindergarten department of public school.	Carlstadt, N. J	1875	Miss A. Lawrens.....	....	60	5-6	4-5
109	Kindergarten of Martha Institute.*	Hoboken, N. J. (corner Sixth street and Park avenue).	1873	Mrs. Louise Menzel ...		30	5-7	5
110	Kindergarten of the Academy of the Sacred Heart.*	Hoboken, N. J. (Washington street).	1879	Sister Clara Agnes	1	35	4-7	5
111	Kindergarten of the German, English, and French Academy.	Hoboken, N. J. (272 Bloomfield street).	1872	Miss Marie Koenitzer and Miss Anna Fischer.	1	12	4-7	5
112	Kindergarten of the Hoboken Academy.	Hoboken, N. J. (Fifth street corner of Willow street).	1861	Miss L. Luther	2	40	4-8	5
113	Miss M. S. Schmidt's Kindergarten.	Hoboken, N. J. (352 Bloomfield street).	1875	Mathilde Schmidt. ..	.....	.....	.....	.....
114	Fröbelscher Kindergarten.	Jersey City, N. J. (Central avenue, corner Franklin street).	1876	William L. Frankenbach, president of German-American School Association.	1	30	4-7	5
115	Kindergarten of St. Aloysius Academy.*	Jersey City, N. J . ..	1879	Sister Mary Esther	1	40	4-7	5
116	Miss Campbell's Kindergarten.*	Morristown, N. J. (South street).	1875	Miss E. F. R. Campbell.	2	25	4-7	4
117	Beacon Street School Kindergarten.	Newark, N. J. (10 Beacon street).	1872	Miss Annie Lawrens..	2	90	4-7	5
118	German-American Kindergarten.	Newark, N. J. (19 Green street).	1871	H. von der Heide, director.	4	70	3-7	4½-5
119	Kindergarten of the First German Presbyterian School.	Newark, N. J. (College Place).	1878	Elma C. Korb	2	70	3-7	5

*From Report of the Commissioner of Education for 1879.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Gift exercises and usual occupations.	Those given by Fröbel	Instructs in manners and polite habits, as well as habits of regularity, obedience, and self-control; and cultivates the imaginative and inventive powers.
5	40	Gift exercises and usual occupations.	Those given by Fröbel	Instructs in manners and polite habits, as well as habits of regularity, obedience, and self-control; and cultivates the imaginative and inventive powers.
5	40	The lessons connected with Fröbel's gifts.	Fröbel's gifts and materials.	
6	40	Block building, games, weaving, drawing, stick and tablet laying, clay modelling, perforating, &c.	Blocks, tablets, sticks, slates, needles, balls, cylinders, cubes, &c.	Superior as a physical and mental training.
.....	.....	Object lessons, calisthenics, and needle work.		
5	43	Fröbel's occupations, calisthenics, singing, object lessons, and preparatory exercises for writing, drawing, and reading.	Fröbel's gifts, squared slates, &c.	An excellent development of the physical, mental, and moral faculties, and a thorough preparation for elementary classes.
5	40	The usual Kindergarten occupations, with elementary branches.	Usual Kindergarten appliances, maps, pictures, and counting machines.	Accustoms the child to order and polite behavior, and makes him happy and intelligent.
5	46	Fröbel's occupations	All of Fröbel's gifts and materials.	
5	44	Fröbel's occupations, object lessons, writing, reading, and drawing.	Fröbel's gifts	Beneficial to mind and body.
5	44	All of Fröbel's occupations	Fröbel's apparatus and appliances.	Most beneficial.
.....	.....	Fröbel's occupations	Fröbel's apparatus and appliances.	
5	44	Fröbel's occupations, gymnastic exercises, exercises in memorizing, singing, and object lessons.	Fröbel's gifts, box for building, tablets, sticks, balls, weaving and perforating needles, materials for beading, sewing, &c., low tables and seats, and charts for object lessons.	Superior to other systems for making the child strong and well, and developing rapidly and logically its mental faculties.
5	48	Fröbel's occupations	All Fröbel's gifts and materials.	
5	40	Building, stick laying, weaving, embroidering, modelling, cutting and mounting, paper folding, drawing, printing, writing, &c.	All of Fröbel's gifts	Excellent.
5	49	Singing, counting, marching, gymnastic exercises, work with blocks and bristol board, &c.	Low tables and benches, piano, colored silks and worsted, bristol board, and boxes of blocks.	Most excellent, developing the young intellect, and making happy, healthy children.
5	45	Weaving, sewing, interlacing, drawing, writing, stick and ring laying, folding, modelling, peas work, paper intertwining, block building, cutting, pasting, &c.	Squared tables, slates, and blackboard, worsted balls, sticks, rings, cubes, cylinders, clay, building blocks, papers, card board, triangles, and pictures for object teaching.	Engenders correct habits of thought, induces manual skill, and has a tendency to make the child graceful, polite, self dependent, and eager for knowledge.
5	47	Singing, writing, drawing, ball playing, use of cylinder, cube, and triangle, building, stick and ring laying, weaving, folding, interlacing, embroidering, straw and paper work, &c.	All material necessary for the occupations.	It strengthens the muscles and makes the child observant and thoughtful.

a Whole number of teachers. b Includes pupils in primary school.

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of—	
	1	2	3	4	5	6	7	8
120	Kindergarten of the Twelfth Ward German-English School.	Newark, N. J. (46 Niagara street).	1874	Miss Mary C. Beyer...	0	50	3-7	4
121	St. Peter's Kindergarten.*	Newark, N. J. (21 Livingston street).	1871	Sister Mary Magdalen.	2	120	3-6	5
122	American Kindergarten.	Paterson, N. J. (169 Market street).	1876	Miss S. M. Storey.....	3	45	4-15	5
123	Fröbel's Kindergarten	Albany, N. Y. (Elk street).	1878	Mary C. Peabody.....	....	8	4-7	3
124	Kindergarten (Albany Female Academy.)	Albany, N. Y. (Pearl street).	.....	Martha H. Vane	...	25	5-9	4
125	American Kindergarten.	Brooklyn, N. Y. (Washington avenue).	1877	Annie W. Allen.....	1	20	3-8	3½
126	Brooklyn Fröbel Kindergarten.	Brooklyn, N. Y. (210 Clinton street).	1877	Misses Mary and Elizabeth P. Sharpe.	1	30	3-8	3
127	Fröbel Kindergarten On the Hill.	Brooklyn, N. Y. (46 Greene avenue).	1879	Anna I. Reeves	3	18	3-8	3½
128	Halsey American Kindergarten.	Brooklyn, N. Y. (180 Halsey street).	1878	Emily A. Tanner.....	1	12	3-10	4
129	Kindergarten.....	Brooklyn, N. Y. (360 State street).	1874	Miss Emily Christiansen.	1	20	3-7	3
130	Kindergarten of the Brooklyn Children's Aid Society.	Brooklyn, N. Y. (61 Poplar street).	1876	Misses E. L. Fitch and M. H. Robinson.	3	100	3-8	4
131	Lafayette Avenue Kindergarten.	Brooklyn, N. Y. (246 Lafayette avenue).	1877	Lena Schroeder	1	25	3-8	3-3½
132	Mrs. R. Goodwin's Kindergarten.	Brooklyn, N. Y. (154 Montague street).	1876	Miss Nicoline Henningsen.	2	25	4-8	4
133	Kindergarten.....	Brooklyn, E. D., N. Y. (591 Lafayette avenue).	1879	Miss Minnie Loeb.....	....	16	3-7	3
134	Jardin des Enfants ...	Buffalo, N. Y. (284 Delaware avenue).	1877	Katharine Chester	1	38	3-8	3

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	50	Object lessons, movement plays, block building, tablet, staff and ring laying, drawing, perforating, intertwining, paper folding, embroidering, peas work, and modelling.	All Frŏbel's gifts and materials.	Arouses and strengthens the intellectual faculties and makes the child gentle, obedient, and thoughtful.
5	48	All of Frŏbel's occupations.	Rings, staffs, cubes, blocks, gymnastic apparatus, and all necessary material.	Beneficial.
5	40	Weaving, perforating, embossing, modelling, writing, printing, calisthenics, stick and ring laying, embroidering, drawing, pasting, paper folding, &c.		
5	36	Building, drawing, sewing, stick and ring laying, weaving, &c.	.....	Excellent.
5	38			
5	40	Designing with blocks, weaving with paper, stick laying, clay modelling, marching, plays, &c.		
5	34	All Frŏbel's gifts and occupations, musical exercises, gymnastics, games, &c.	Those necessary for carrying out the system.	Very pronounced in its development of mind and body.
5	38	Frŏbel's gifts, games, gymnastics, and Kindergarten occupations which promote the physical, mental, and moral development of the child.	Frŏbel's 1st, 2d, 3d, 4th, 5th, 6th, and 7th gifts, squared tables, low chairs, piano, slates, blackboard, cards, paper, books for drawing, &c.	Causes a natural growth of the muscles, develops the mental faculties in their natural order, and is eminently adapted to the wants of nervous and backward children.
5	40	Study of nature from specimens collected by the children, exercises with balls, weaving, cutting, pasting, perforating, embroidering, block building, modelling, drawing, &c.	Natural history specimens, pictures, color and form charts, balls, blocks, rings, modelling tools, squared tables, and blackboard, &c.	Renders the child quick of perception, strengthens his memory, awakens a love for the study of nature and science, teaches politeness and gentleness, promotes health and physical development.
5	40	Frŏbel's Kindergarten occupations, learning of alphabet in English and German, and elementary writing lessons.	All Frŏbel's gifts	Healthy and natural development in every respect.
5	40	Frŏbel methods, with American adaptations, with kitchen garden work for older scholars, and singing.	Materials for weaving, perforating, drawing, stick laying, block building, &c.	Secures attention, quickens observation, awakens the powers of the mind, draws the child to more regular attendance, and fits him for more persistent effort in the work which follows.
5	36	Mat making, sewing, clay work, pricking, &c.	All the blocks, tablets, sticks, rings, &c., of the Frŏbel system.	Renders the child thoughtful, attentive, and polite, and develops naturally his reasoning powers.
5	38	Frŏbel's occupations	Every gift of Frŏbel	Promotes physical health and strength, develops the several organs of sense, educates the moral nature, performing the great work of harmoniously developing body, mind, and soul.
5	35	Such as will produce harmonious development.	.....	Superior to any other system as a preparation for more advanced classes.
5	36	Sewing, weaving, paper folding, drawing, cutting and pasting, clay modelling, peas work, and parquetry.	Frŏbel's gifts, piano, pictures of animals, cabinet, mounted birds, tables, &c.	Improves the health, quickens the powers of observation, and is especially salutary in its effect on dull and unhappy children.

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number.	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
135	Kindergarten of the Poppenhusen Institute.	College Point, N. Y.	1869	Minnie Brehm	1	120	3-6	5
136	Harlem Kindergarten.	Harlem (New York), N. Y. (207 East 117th st.).	1877	Misses Mathilde Becker and Olga Jacobi.	1	58	4-9	4
137	Free Kindergarten of the Anthon Memorial Church.	New York, N. Y. (West 48th street between 6th and 7th avenues).	1878	Miss Mary L. Van Wagenen.	4	65	2½-6	3½
138	Free Kindergarten of the United Relief Works of the Society for Ethical Culture.	New York, N. Y. (1521 Broadway).	1878	Miss Fannie Schwedler	10	100	3-6	6
139	Kindergarten	New York, N. Y. (220 Clinton street).	1879	Mrs. S. E. Carpenter		16	3-7	3
140	Kindergarten*	New York, N. Y. (East Mount Vernon.)	1878	Miss Sara Magonigle		15	3-7	3½
141	Kindergarten	New York, N. Y. (165 West 53d street).	1875	Miss Jennie Bolwell	2	25	3-12	4
142	Kindergarten	New York, N. Y. (24th ward).	1879	Sister John Mary St. John.	2	15	4-8	6
143	Kindergarten	New York, N. Y. (56 and 58 West 55th st.).		Mrs. Leopold Weil				
144	Kindergarten of Mrs. Froehlich's School.	New York, N. Y. (28 East 50th street).	1874	Bellina Froehlich	1	32	4-7	4
145	Kindergarten of the Academy of the Holy Cross.	New York, N. Y. (343 West 42d street).	1879	Sister M. Helena	2	20	3-7	3
146	Kindergarten of the Foundling Asylum.	New York, N. Y. (East 68th st. and 3d ave.).	1875	Sister M. Irene		100	2½-6	4½
147	Kindergarten of the New York Orphan Asylum.	New York, N. Y. (West 73d street and Broadway).		Miss Sadie E. Acker		15	2-7	3
148	Kindergarten of the training department of Normal College.	New York, N. Y		Isabelle Parsels, superintendent.		32		
149	Model Kindergarten and Training Class for Young Ladies.	New York, N. Y. (586 7th ave., bet. 41st and 42d streets).	1880	E. von Briesen		20	3-7	5
150	Normal Training School for Kindergartners, Model Kindergarten and School Garden.	New York, N. Y. (7 East 22d street).	1872	Prof. John Kraus and Mrs. Maria Kraus-Bölte.	5	66	3-10	3½-4

* From Report of the Commissioner of Education for 1879.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5½	46	Fröbel's occupations and gifts.	All usual Kindergarten material.	Very beneficial.
5	48	All occupations and gifts belonging to the Fröbel system.	All usually found in a true Kindergarten.	Excellent.
5	40	All the gifts and occupations of a true Kindergarten.	All necessary material as given by Fröbel.	Beneficial.
5	40	Usual occupations	Usual apparatus and appliances.	Very satisfactory.
5	40	The gifts as far as the fifth tablet, stick and ring laying, peas work, slat interlacing, paper intertwining, drawing, mat weaving, sewing, and clay work.	Fröbel's materials.	
5	40	Fröbel's occupations	Fröbel's gifts and materials.	
5	40	Singing, ball games, block building, ring and stick laying, pricking, sewing on card board, modelling, painting, drawing, paper cutting and folding.		
5	42	All peculiar to the system.....	Full sets of gifts, materials for drawing, &c.	Most excellent in every respect, the children evincing superior habits of thought and brightened intellects.
....	....			
5	39	Lessons and occupations of the Fröbel system.	Fröbel's gifts, gymnastic apparatus, piano, plants, &c.	Children trained in the Kindergarten advance more rapidly, and show more power of observation and concentration, than older children otherwise trained.
5	40	Pricking, sewing, weaving, modelling, stick laying, paper folding, and all other occupations of the Fröbel system.	Gifts and materials for the occupations, natural history, charts, boards, &c.	Superior to any other system for educating young children, making them healthy and happy, anxious to do well, and eager in the acquisition of knowledge.
5	32	Paper folding and weaving, peas and wire work, drawing, perforating, embroidering, modelling in clay and wax, movement plays, gymnastics, and dancing.	Six worsted balls, sphere, cubes, and cylinder, wire, peas, cork, paper, slats, clay, and wax.	Develops physically and mentally, and renders the child graceful and polite.
5	32	Stick and ring laying, designing, dictation on ruled cards, perforating, embroidering, lessons in natural history, Scripture lessons, singing, gymnastics, finger exercises, &c.	Colored worsted balls, boxes of solids, perforators, cards, worsteds, silks, ruled slates, rings, scissors, tables, and chairs.	Tends to make children gentle and thoughtful, exercises without overtaxing their mental faculties, gives unusual dexterity in manual occupations, and rightly directs the spiritual nature.
....	....			
5	40	Fröbel's occupations	Fröbel's materials.	
5	38	Fröbel's occupations	Fröbel's gifts, seeds, plants, animals, and apparatus for teaching the metric system in the elementary and advanced classes.	Harmonious development. It teaches combination of knowing with doing, exerts a wholesome influence in the formation of character, engenders a love of nature, inculcates a love of work and a generous regard for others, and makes the child humane in his treatment of animals.

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of—	
	1	2	3	4	5	6	7	8
151	Mrs. Smuller's Kindergarten.*	New York, N. Y. (2027 5th ave.).	1873	Miss A. M. Smuller	2	24	3½–7	3
152	Nyack Kindergarten	Nyack-on-Hudson, N. Y. (41 1st ave.).	1878	Miss Sarah C. Robinson.	1	10	3–12	4
153	Cook's Collegiate Institute Kindergarten.	Poughkeepsie, N. Y. (324 Mill street).	1878	Anna Marion Wilson	1	16	3–7	3
154	Kindergarten der Rochester Realschule.	Rochester, N. Y. (7 and 9 Mortimer street).	1872	Hermann Pfaefflin	2	25	4–7	4½
155	Kindergarten of Miss M. Cruttenden's Seminary. a	Rochester, N. Y. (27 N. St. Paul street).	1878	Miss Meta C. Brown		23	3–10	3½
156	Kindergarten, West'n New York Institution for Deaf-Mutes.	Rochester, N. Y.	1879	Miss Mary E. Tousey and Miss Lucy W. McGill.				
157	Rochester Kindergarten.	Rochester, N. Y.	1880	Misses Margaret Otten and Lisa Max.		15	3–7	3½–4
158	The Rochester Kindergarten.	Rochester, N. Y. (Christ Church Chapel, East avenue).	1880	Miss Meta C. Brown	1	50	3–10	3½
159	Rome Kindergarten	Rome, N. Y. (Liberty street).	1877	Miss Mariette Wood	2	34	3–11	3½
160	Kindergarten of the Ossining Institute.	Sing Sing, N. Y. (Croton avenue).	1878	Miss Sarah F. Hartwell.	0	15	3–7	3
161	Cottage Kindergarten, Primary and Intermediate Classes.	Syracuse, N. Y. (74 James street).	1876	Mrs. M. C. Still	2	44	3–10	3,4
162	Frœbel Kindergarten*	Syracuse, N. Y. (115 Cedar street).	1877	Mrs. M. Antoinette Hollister.	0	12	3–7	3
163	Kindergarten of the Home for Destitute Children of Seamen.	West New Brighton, N. Y. (Staten Island).	1874	Miss C. M. Thompson		24	3–7	3
164	West New Brighton Charity Kindergarten.	West New Brighton, N. Y. (Staten Island).	1880	Miss Mary Boyle		20	3–7	4

* From Report of the Commissioner of Education for 1879.

a This Kindergarten was known as the Rochester Kindergarten until June, 1880, when an indepen-

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	All occupations of Fröbel's system.	Fröbel's gifts, Kindergarten tables, benches, blackboards, slates, charts, pictures, piano, plants, &c.	Tends to make children active, healthy, and happy; teaches them to be accurate and keen observers, independent in thought, clear in expression, and makes them courteous and unselfish in their conduct to each other.
5	38	Weaving, sewing, perforating, outlining, drawing, designing, moulding, embossing, pasting, study of pictures illustrative of animal and vegetable life, marching, dancing, gymnastics, &c.	Squared tables and slates, charts, paper for weaving, books, crayons, cardb oard, perforating needles, &c.	Children are notably healthy under Kindergarten influence, their perceptions are rendered more acute, powers of memory are strengthened, and they are better trained for more advanced grades of study.
5	38	Weaving, stick laying, perforating, embossing, drawing, modelling, building, designing, gymnastics, &c.	Piano, blackboard, and all the usual appliances.	It is a natural development, checking propensity to evil, forming a necessary step from the nursery to the school room, and awakening the imagination to the influence of the true, the beautiful, and the good.
5	48	Fröbel's occupations	Fröbel's gifts, pictures, slates, blocks, toy tools, &c.	Physical, mental, and moral development.
5	40	All those used in Fröbel's system.	All necessary apparatus and appliances.	Eminently satisfactory in developing physically, mentally, and morally.
5	40	Fröbel's occupations, gymnastic games, songs, stories, garden work, &c.	Fröbel's gifts, plants, &c.	
5	40	All those used in Fröbel's system.	All the usual apparatus and appliances.	Perfectly satisfactory, and superior to any other method of training for young children.
5	40	Weaving, designing, modelling, stick laying, paper folding, perforating, embroidering, chain making, block building, drawing, games, and calisthenics.	Kindergarten tables and chairs, piano, blackboard, charts, maps, pictures, &c.	Satisfactory.
5	40	1st, 2d, 3d, 4th, and 5th gifts, stick and ring laying, slat interlaying, peas and clay work, sewing, perforating, drawing, paper cutting and weaving, games, gymnastics, study of plants, animals, &c.	All necessary appliances and apparatus.	Imparts strength and grace, cultivates powers of observation and attention, develops the inventive faculties, fosters habits of industry and unselfishness, and is highly prized as a nursery of the institute.
5	40	1st to 11th gifts inclusive, perforating, sewing, mat plaiting, drawing, paper interlacing, folding and cutting, peas work, and modelling.	Kindergarten material, tables, chairs, blackboards, &c.	Strengthens the body, imparts grace of motion, gives command of language, quickens powers of perception and comparison, and carefully nurtures the moral nature.
5	40	1st, 2d, 3d, 4th, 5th, and 6th gifts, weaving, pasting, pricking, sewing, stick laying, modelling, sand work, drawing, &c.	Checked tables, blackboard, slates, drawing books, and other modern apparatus.	A development of the threefold nature of the child.
5	48	The first five gifts, stick and ring laying, slat work, mat plaiting, perforating, sewing, paper folding, &c.	Apparatus and appliances necessary for teaching Fröbel's system.	Beneficial to mind and body.
5	44	Fröbel's occupations, gymnastics, games, songs, stories, garden work, &c.	Fröbel's gifts, plants, animals, &c.	

dual movement was made by its conductor, Miss Meta C. Brown, to which the name of "The Rochester Kindergarten" was given.

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils. Number.	Pupils. Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
165	Kindergarten (Charlotte Female Institute).	Charlotte, N. C.	.....	Miss Amelia B. Wightman.	....	a39	.....	.....
166	Kindergarten (Peace Institute).	Raleigh, N. C	.....	Mrs. Mary Foster, principal.	1	....	.....	.....
167	St. Mary's Kindergarten.	Raleigh, N. C. (Hillsboro' street).	1879	Kate McKimmon	2	16	5-10	5
168	The Avondale Kindergarten.*	Avondale, Ohio (Main avenue).	1879	Ida M. Stevens.....	1	18	3-7	3
169	Cincinnati Free Kindergarten.	Cincinnati, Ohio (Front st. and Broadway).	1880	Sallie A. Shawk.....	5	51	3½-6	3
170	Kindergarten department of Miss Nourse's School.	Cincinnati, Ohio (166 West Seventh st.).	.....	Miss Lizzie Beaman...	2	....	3-7	3
171	Kindergarten of the Cincinnati Orphan Asylum.	Cincinnati, Ohio (Summit avenue, Mount Auburn).	1878	Louisa F. Davis.....	1	30	3-7	3
172	Seventh Street Kindergarten.	Cincinnati, Ohio (112 West Seventh st.).	1876	Helene Goodman.....	3	32	3-8	3
173	Brook's Kindergarten*	Cleveland, Ohio (corner Prospect and Huntington streets).	1875	Mary E. Garlick.....	1	20	3-7	3
174	Kindergarten in Jewish Orphan Asylum.	Cleveland, Ohio (Woodland avenue).	1880	Miss Mary A. Spencer.	....	.....	5-7	5-6
175	Miss Whitmore's Kindergarten.	Cleveland, Ohio (126 Lake street).	1877	Miss S. H. Whitmore	.....	10	3-7	3
176	Kindergarten (Home for the Friendless).*	Columbus, Ohio.....	1878	Miss M. H. Ross.....	....	40	.....	.....
177	Kindergarten (Institution for the Blind).	Columbus, Ohio.....	1878	Miss Mary S. Redick..	1	48	6-10	2
178	Orange Place Kindergarten.	Toledo, Ohio (corner Orange and Huron streets).	1879	Lily G. Lang	2	30	3-8	4
179	Kindergarten of Ohio Central Normal School.	Worthington, Ohio....	1876	Mrs. Anna B. Ogden....	...	6	.....	.....
180	Erie Academy Kindergarten.*	Erie, Pa. (Ninth st.) ...	1878	Miss Anna R. Kelsey..	1	35	5-	3½

*From Report of the Commissioner of Education for 1879.

Inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupation of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
.....	.....			
.....	.....	Usual occupations, with study of reading, spelling, arithmetic, &c., according to Kindergarten methods.	Desks, chairs, charts, &c.	
5	40	Exercises in color and form, collection of specimens of various kinds, reading, writing, arithmetic, singing, calisthenics, &c.	All American Kindergarten material, charts, &c.	Very good.
5	40	Perforating, sewing, drawing, folding, weaving, cutting, modelling, peas work.	Blocks, tablets, rings, &c ...	Trains the eye and ear and makes the child responsive to whatever is beautiful and true in nature.
5	40	Those given by Fröbel, modelling, drawing, peas work, the gifts, mats, sewing, &c.	Small chairs and tables, blocks, slates, dishes, and paper materials for the occupations.	Promotes physical strength and mental vigor, developing strong characters, in which perseverance, judgment, self-dependence, and conscious power are prominent traits.
.....	.....	Fröbel's occupations	Fröbel's gifts and other necessary material.	
5	40	All of Fröbel's gifts and occupations.	Chairs, tables, piano, and other musical instruments.	
5	38	The usual gifts and occupations of Fröbel.	The necessary material for occupations and gift lessons, plants, piano, blackboard, pictures, small chairs, and low tables.	Harmonious development of the physical, mental, and moral natures.
5	40	Gift exercises, drawing, perforating, sewing, weaving, paper folding and cutting, cork work, modelling, games, &c.	Squared tables, chairs, blackboards, &c.	Gives physical, mental, and moral vigor.
.....	.....	Pricking, sewing, paper cutting and folding, weaving, drawing, modelling, &c.	All of Fröbel's gifts, slates, pencils, books for preserving work, &c.	
5	40	Fröbel's occupations	Fröbel's gifts, squared tables, chairs, blackboard, and piano.	Excellent in every way.
.....	.....			
5	40	Games, use of geometrical forms, clay modelling, &c.	Spheres, cubes, and other solid forms, clay, tools for modelling, &c.	Trains the hand, gives ease in movements of the body, makes the child quick to think, and on the alert for impressions; and imparts to him a knowledge of many common things which he could not otherwise gain.
5	40	Pricking, sewing, weaving, folding, cutting, pasting, stick laying, modelling, and the first four gifts.	Chairs, tables, and all necessary apparatus.	Strengthens the body, awakens the powers of the mind, cultivating especially habits of observation and attention, and promoting harmonious development of the senses.
.....	.....	Building, tablet, stick and ring laying, paper folding and cutting, weaving, pricking, sewing, mounting, peas work, drawing, and modelling.	Tables, chairs, piano, birds, flowers, pictures, and all usual Kindergarten material.	Harmonious development of the threefold nature according to the natural tendencies and capacity of each child.
5	39	Occupations of the American Kindergarten system.		

a In primary and Kindergarten department.

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils. Number.	Pupils. Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
181	Fröbel Kindergarten	Germantown, Pa. (5262 Main street).	1878	Naomi R. Walker	....	20	3–10	4
182	Fröbel Kindergarten of the Germantown Infant School.	Germantown, Pa. (Haines street, near Main).	1879	Alice M. Barrett	0	20	3–6	2
183	Germantown Kindergarten.	Germantown, Pa. (corner Mill and Main streets).	1874	Miss Marianna Gay	3	21	3–7	3
184	Intermediate School and American Kindergarten.	Germantown, Pa. (Philadelphia, Chelten avenue, near Green street).	1876	Ada M. Smith	3	50	3–12	4
185	Lutheran Orphans' Home.*	Germantown, Pa. (5580 Main street).	1879	Miss Laura Hoagland	....	19	3–8	5
186	Kindergarten of Lancaster County Home for Friendless Children.	Lancaster Pa	1880	Miss Orril R. Cole	0	50	3–8	3
187	Kindergarten (Pennsylvania Training School.)*	Media, Pa	1876	Alice G. Byers	1	40	3–9	5
188	Kindergarten of Hazard Academy.	Monongahela, Pa	....	....	....	14	....	....
189	"Hope" Kindergarten."	New Castle, Pa. (29 Elm street).	1877	Miss L. Ella Reeves	0	16	3–12	5
190	Miss Bennett's School and Kindergarten.	Philadelphia, Pa. (25 South Nineteenth street).	1874	Anna Bennett	2	21	3–7	2–3½
191	Charity Kindergarten	Philadelphia, Pa. (Twenty-second and Locust streets).	....	Miss Stevens	....	....	....	....
192	Charity Kindergarten (Lombard Street Day Nursery).	Philadelphia, Pa. (430 Lombard street).	1878	Mary J. Fairchild	1	39	2–8	3
193	Charity Kindergarten (New street public school building).	Philadelphia, Pa	1880	Miss S. V. Dickey and Mrs. G. Gourlay.	....	....	....	....

*From Report of the Commissioner of Education for 1879.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Weaving, sewing, stick, tablet and ring laying, modelling, drawing, paper folding, first four gifts, conversational lessons, gardening, peas work, perforating, singing, physical exercises, games, &c.	All of Fröbel's Kindergarten material, squared tables, low chairs, blackboard, piano, stuffed birds, minerals, pictures, plants, musical triangle, aquarium, color chart, &c.	Most beneficial in every way, strengthening and developing without forcing.
3	44	Study of natural history and botany without books, lessons in form and color, drawing, weaving, sewing, block building, counting, staff laying, modelling, games, marching, and singing.	Tables, chairs, clay, balls, cubes, oblongs, squares, triangles, staves, slates, pencils, weaving mats, needles, cards, paper, and rings.	Children become strong and active, orderly and observing; they learn to love useful work, to be kind to one another, and to strive to do that which is right.
5	40	Lessons with Fröbel's first seven gifts, stick and ring laying, paper folding and cutting, weaving, sewing, drawing, peas work, and many other exercises for the cultivation of the senses and the training of the muscles.	All the apparatus used in a Fröbel Kindergarten, plants, pictures, stuffed animals, cabinets, piano, musical triangle, &c.	Command of powers of body and mind; strength, agility, and grace of body; accuracy in the use of senses; taste and power in design; clearness, conciseness, and readiness in the use of language and in analytic and synthetic discrimination.
5	40	Weaving, stick laying, pricking, paper folding, clay modelling, reading, writing, natural history, calisthenic exercises, &c.	Miss E. M. Coe's Kindergarten material, Prang's Natural History series, piano, dumb-bells, wands, cabinet of specimens, object lesson cards, &c.	Improves the physical condition, quickens the mental faculties, and inculcates a love of nature.
5	43	Building, drawing, perforating, embroidering, weaving, paper folding, clay modelling, reading, writing, spelling, and arithmetic.	Fröbel's Kindergarten gifts and materials, and Monroe's primary charts.	Develops vigor, agility, and grace of body, skill of manipulation, keenness of observation, readiness of language, taste in design, unselfishness, and delight in the good and beautiful.
5	40	Fröbel's gifts and occupations.	Material for the occupations, seats, squared tables, and blackboard.	
5	40	Fröbel's occupations, together with reading for the more advanced pupils.	Fröbel's gifts, pictures, and musical instrument.	Trains the muscles and senses, quickens the perceptive faculties, develops the powers of comparison and memory, and educates the child into order and obedience.
5	30	Block building, weaving, drawing, folding, interlacing, perforating, embroidering, peas and cork work.	Materials necessary for the occupations, chairs, tables, and a flower garden.	
5	26	All the occupations of the Fröbel Kindergarten, with reading, writing, and geography in the advanced Kindergarten.	All ordinarily found in the Fröbel Kindergarten.	Excellent.
5	52	Sewing, weaving, drawing, plaiting, perforating, stick and tablet laying, paper folding, block building, first five gifts, object lessons, singing, &c.	The necessary apparatus and appliances.	Makes the children healthy and happy, develops the powers of observation and a great fondness for industrial pursuits.

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of—	
	1	2	3	4	5	6	7	8
194	Elizabeth Y. Webb's Kindergarten.	Philadelphia, Pa. (1115 Callowhill street).	1878	Elizabeth Y. Webb....	0	7	3-7	3
195	Free Kindergarten ...	Philadelphia, Pa. (Filbert street, above Twentieth street).	1880	Ruth R. Burritt	1	18	3-5	3
196	Friends' Kindergarten	Philadelphia, Pa. (Fifteenth and Race streets).	1877	Susan T. Comly.....	2	25	3-7	3
197	Kindergarten*	Philadelphia, Pa. (1419 North Seventeenth street).	1878	R. Emma Trego.....	0	11	3-7	3
198	Mrs. Van Kirk's Kindergarten.	Philadelphia, Pa. (1333 Pine street).	1874	Mrs. M. L. Van Kirk ..	6	40	3-12	3-4
199	West Chestnut Street Kindergarten.	Philadelphia, Pa. (1707 Chestnut street).	1877	Miss A. B. Johnson...	2	38	3½-7	4
200	Pittsburgh Kindergarten.	Pittsburgh, Pa. (36 Sixth street).	1875	Misses M. M. Wilson and C. B. Morehouse.	....	35	3-7	3
201	Sewickley Academy Kindergarten.	Sewickley, Pa	1878	John Way, jr., superintendent.	2	25	3-7	3
202	Sharon Hill Kindergarten.*	Sharon Hill, Pa	1879	Miss Ida V. Hawkins .	1	6	3-7	3
203	Mrs. L. M. B. Mitchell's School and Kindergarten.	West Philadelphia, Pa. (315 North Thirty-fifth street).	1877	Miss Georgiana Morrison.	1	15	3-7	3
204	Locust Street American Kindergarten.	West Philadelphia, Pa. (4037 Locust street.)	1880	Miss Lucy Wurts....	2	17	3-10	3½
205	West Philadelphia Kindergarten.	West Philadelphia, Pa. (202 South Forty-first street).	1876	Mary J. Rider	1	30	3-7	4
206	Wilkes-Barre Kindergarten.	Wilkes-Barre, Pa	1880	Miss Gretta Bevier.....	.....	10	3-7	3½
207	Alden Kindergarten ..	Providence, R. I. (Angell street).	1878	Caroline M. N. Alden..	5	64	3-8	4

*From Report of the Commissioner of Education for 1879.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	37	Weaving, sewing, drawing, paper folding, clay modelling, pricking, ring laying, physical exercises, singing, &c.	Squared tables, small chairs, blackboard, Fröbel's gifts, pictures, birds, &c.	Development of happy, hearty, children, sound both in body and mind. They are educated to think, to know, and to act.
5	40	All the first principles of Fröbel's gifts, occupations, games, and plays.	Those necessary for the health and development of body and mind.	The effect on the body is to make the child healthy, active, and graceful; on the mind, to make him attentive, quick, and accurate; on the heart, generous, kind, obedient, and loving.
5	40	All the occupations of Fröbel's system, movement plays, &c.	Fröbel's gift and occupation materials, plants, tables, chairs, blackboard, &c.	Harmonious development of the child's threefold nature.
5	35	Block building, stick laying, modelling, perforating, embroidering, weaving, interlacing, drawing, singing, physical exercises, games, plays, &c.	Gifts and occupations designed by Fröbel.	Children obtain intelligent control of the muscles of the body and powers of the mind; their perceptive faculties are awakened, and a desire for knowledge aroused.
5	35	Fröbel's occupations.....	The usual Kindergarten tables and chairs, with Fröbel's gifts.	Very satisfactory.
5	34	Weaving, perforating, moulding, singing, and games.		
5	35	All Fröbel's gifts and occupations.	All of Fröbel's gifts, plants, animals, piano, &c.	The powers of mind and body are developed; the system especially cultivating habits of close observation and of concentrated and logical thought.
5	33	Usual Fröbel occupations, with much out-door exercise.	Usual Fröbel gifts, with fountain and exotics.	Restrains the forward, brings out the diffident, trains the observing faculties, and represses selfishness and conceit.
5	38	Sewing, weaving, pricking, modelling, drawing, paper cutting and folding, stick laying, and interlacing.	Squared tables, small chairs, balls, cylinder, cubes, oblongs, triangles, squares, paper, slates, pencils, needles, rings, &c.	Develops healthy activity of body, arouses the interest, quickens the perceptive faculties, and teaches the child to think and act for himself.
5	35	Weaving, sewing, drawing, modelling, stick laying, and card pricking.	Fröbel's gifts.....	Makes the child observant, self reliant, and eager for knowledge, and is a superior preparation for after educational training.
5	34	Weaving perforating, embossing, singing, stick and ring laying, designing, calisthenics, games, lessons in color and form, elementary lessons in spelling, reading, writing, arithmetic, geography, &c.	Kindergarten tables and chairs, piano, blackboard, color and form charts, globe, slates, books, &c.	Strengthens physically, cultivates the memory, and develops the reasoning powers.
5	40	Fröbel's gift occupations.....	Tables, chairs, blackboard, globe, minerals, plants, flower cards, &c.	
5	40	Fröbel's occupations, gymnastic games, stories, songs, &c.	Fröbel's gifts, plants, &c.	
5	40	Weaving, plaiting, sewing, first seven gifts, exercises in numbers, reading and writing from board, pricking, stringing beads, peas work, tablet laying, folding; and for older children, drawing, wood carving, games, singing, lace making, stories and poetry, gymnastics, sewing, and instruction in French and the common English branches.	All Fröbel's gifts, and materials for the occupations, globes, maps, charts, text books, chairs, tables, blackboards, plants, gardens, aquarium, &c.	Harmonious development of all the powers.

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of—	
	1	2	3	4	5	6	7	8
208	Kindergarten (Charleston Orphan House).*	Charleston, S. C	.....	Miss Irving, principal	....	67	.....	.....
209	Kindergarten (Young Ladies' School).*	Memphis, Tenn	1877	Mrs. E. C. James	....	12	3-7	3
210	American Kindergarten.	Lynchburg, Va. (Church street).	1876	Miss Jannet Cleland	1	15	4-10	4
211	Kindergarten (Leache-Wood Seminary).	Norfolk, Va	.....	Misses Leache and Wood, principals.	.....	.....	3-8	3
212	Kindergarten	Kenosha, Wis	.....	.....	1	40	.....	.....
213	Kindergarten des Frauenvereins.	La Crosse, Wis. (Fifth street).	1879	Clara Muehlberg	....	30	3-7	5
214	Kindergarten	Madison, Wis	.....	.....	.....	40	.....	.....
215	Kindergarten of the German and English Academy.	Milwaukee, Wis. (637 Broadway).	1874	Miss A. Jeschka	1	45	3-7	4
216	Mrs. Dr. Max Doerffling's Kindergarten.	Milwaukee, Wis. (s. w. cor. Grand avenue and Twenty-fifth street).	.....	Mrs. Therese Doerffling.	0	8	3-7	3
217	Milwaukee English Kindergarten.	Milwaukee, Wis. (687 Cass street).	1874	Mrs. C. H. Clarke	1	20	4-8	4
218	Milwaukee Kindergarten.	Milwaukee, Wis. (Tenth street).	.....	Miss L. Pinckney	....	19	3-7	3
219	Milwaukee Normal School Kindergarten.	Milwaukee, Wis. (cor. Seventh and Prairie streets).	1880	Miss Nellie Fisher	5	70	4-7	3
220	South Side Kindergarten.	Milwaukee, Wis. (Greenbush street).	1873	Sophia Holzhaeuser	3	70	3-7	4
221	Kindergarten department, State Normal School.	Oshkosh, Wis	1880	Laura Fisher	2	30	3-7	3
222	Kindergarten	Sheboygan, Wis	.....	.....	1	40	.....	.....
223	Kindergarten	Watertown, Wis	.....	.....	1	40	.....	.....
224	Georgetown Kindergarten. a	Georgetown, D. C	1878	.....	.....	.....	.....	.....
225	Kindergarten (Industrial Home School).	Georgetown, D. C	1880	Mary E. Hatch	....	25	4-8	3½
226	Bethany Free Kindergarten.	Washington, D. C	1880	Emma L. Graves	1	50	2-6	3½
227	Capitol Hill Kindergarten.	Washington, D. C. (22 Third street s. e.).	1877	Cornelia F. Boyden	2	35	3-8	3-4
228	Fröbel Institute and Kindergarten.	Washington, D. C. (1127 Thirteenth st. n. w.).	1875	Misses Susie Pollock and Catherine Noerr.	2	40	3½-10	3½

* From Report of the Commissioner of Education for 1879.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
.....	.....			
5	28	Singing, playing, block building, stick and ring laying, drawing, clay modelling, peas work, sewing, weaving, and other useful Kindergarten occupations.	Nine gifts and all material necessary for the occupations.	It forms the necessary link between the nursery and the school, developing the organs of the body, unfolding and strengthening the powers of the mind, and carefully nurturing the moral nature.
5	39	Weaving, chain making, block building, clay modelling, and other occupations of the American system.	Twenty gifts, mineral specimens, charts, pictures, and all other necessary material.	Superior to any other system for the training of little children.
.....	.....	The usual occupations, with singing and calisthenic exercises.	All necessary articles for Kindergarten instruction.	Culture of the physical, mental, and moral natures.
6	42	Fröbel's gifts and occupations, exercises and games.	Fröbel's gifts and materials for the occupations, tables and chairs.	Development of healthy, hearty children, sound both in body and mind.
5	42	Usual Fröbel occupations.....	Fröbel's first six gifts.	Very satisfactory.
6	32	Building, tablet and ring laying, sewing, perforating, drawing, weaving, folding, peas work, interlacing, cutting and pasting, and all of Fröbel's gifts.	....	Uniform and gradual development of all the physical, mental, and moral faculties.
5	40	All of Fröbel's occupations ...	All Kindergarten apparatus and appliances.	Harmonious development of the thre fold nature.
5	38	All taught in the Fröbel system.	All the gifts, blackboard, piano, and rubber balls.	
5	22	Work with Fröbel's gifts and occupation material, Kindergarten games, singing, lunch, and practice with musical instruments.	Complete set of Fröbel's gifts and occupation material, tables, chairs, plates, mugs, piano, &c.	All that is claimed by the warmest advocates of the Kindergarten.
5	40	Fröbel's occupations, games, and plays.	Blocks, tables, staffs, materials for weaving and drawing, cardboard, &c.	Develops the mind, and makes the child obedient, industrious, and punctual.
5	38	All of Fröbel's occupations...	All the gifts and materials necessary for the occupations and a piano.	Not in existence long enough to afford clear results.
.....	.....			
.....	.....			
.....	.....	Gift exercises, weaving, sewing, peas work, clay modelling, stick laying, perforating, singing, and calisthenics.	Gifts, maps, charts, pictures, blackboard, squared tables, and dumb bells.	Trains the child to be systematic, thoughtful of others, and self dependent, stimulates his inventive faculties, and makes him eager in the acquisition of knowledge.
5	40	Weaving, sewing, block building, stick, tablet, and ring laying, paper folding, peas work, modelling, and drawing.	....	Creates a love for knowledge, an aptness in observing, and develops the reasoning powers.
5	40	Weaving, perforating, peas work, 3d and 4th gifts, tablet and ring laying, paper folding, sewing, &c.	....	Wonderful; changing in a short time those who have never known rule or guidance to orderly children.
5	40	All the usual Fröbel gifts and occupations.	Piano, blackboards, globes, numeral frames, and all the usual appliances.	Children are stronger and more healthy under its influence, and the mental development keeps pace with the physical.
5	40	Usual Kindergarten occupations.	Everything necessary for thorough training in the system.	Decidedly advantageous.

a Suspended in 1880; to be resumed in 1881.

TABLE V.— *Statistics of Kindergärten for* 1880; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of—	
	1	2	3	4	5	6	7	8
229	Iowa Circle Graded School and Kindergarten.*	Washington, D. C. (936 P street n. w.).	1879	Dora N. Brown	2	60	4–16	3-5
230	Kindergarten.....	Washington, D. C. (807 H street n. e.).	1879	Mrs. S. A. Cavis	1	20	4–12	4
231	Metropolitan Seminary and Kindergarten.	Washington, D. C. (809 Eighteenth street, n. w.).	1876	B. C. Graves	(a)	(a)	.....	3½
232	National Kindergarten and Primary School.	Washington, D. C. (929 Eighth street.)	1874	Mrs. Louise Pollock ..	2	24	3½–13	3, 5

Kindergärten from which no

Name and location.	Name and location.
Kindergarten in the Institution for the Deaf and Dumb, Berkeley, Cal.	Private Kindergarten, Gloucester, Mass.
Zeitska's Institute Kindergarten, San Francisco, Cal.	Kindergarten, Jamaica Plain, Mass.
Kindergarten, Bridgeport, Conn. (287 Myrtle avenue).	Fröbel Kindergarten, North Cambridge, Mass.
Kindergarten, Chicago, Ill. (27 Aldine Square).	Kindergarten of Norwood Hall, St. Paul, Minn.
Kindergarten, Chicago, Ill. (2302 S. Park avenue).	Kindergarten, St. Charles, Mo.
Kindergarten, Chicago, Ill (62 Langley avenue).	Ames A. M. and P. M. Kindergärten, St. Louis, Mo.
Miss Nellie C. Alexander's Kindergarten, Chicago, Ill.	Carroll A. M. and P. M. Kindergärten, St. Louis, Mo.
Kindergarten, Boone, Iowa.	Charless A. M. and P. M. Kindergärten, St. Louis, Mo.
Kindergarten of the Louisville Female Seminary, Louisville, Ky.	Clay P. M. Kindergarten, St. Louis, Mo.
Miss Mary Barton's Kindergarten, Louisville, Ky.	Clinton A. M. and P. M. Kindergärten, St. Louis, Mo.
Mt. Vernon Institute Kindergarten, Baltimore, Md.	Hamilton P. M. Kindergarten, St. Louis, Mo.
Kindergarten, Boston, Mass. (West Chester Park).	Irving A. M. and P. M. Kindergärten, St. Louis, Mo.
Kindergarten, Boston, Mass. (28 Mt. Vernon street).	Jackson A. M. and P. M. Kindergärten, St. Louis, Mo.
Kindergarten of the Boston Orphan Asylum, Boston, Mass.	Jefferson A. M. and P. M. Kindergärten, St. Louis, Mo.
South End Kindergarten, Boston, Mass.	Lafayette A. M. and P. M. Kindergärten, St. Louis, Mo.
Dunster Street Kindergarten, Cambridge, Mass.	Lincoln A. M. and P. M. Kindergärten, St. Louis, Mo.
Free Kindergarten, Cambridge, Mass. (Concord avenue).	Madison A. M. and P. M. Kindergärten, St. Louis, Mo.
Kindergarten (Miss Hutchinson), Cambridge, Mass.	Maramec A. M. Kindergarten, St. Louis, Mo.
Straw Charity Kindergarten, Cambridge, Mass.	O'Fallon A. M. and P. M. Kindergärten, St. Louis, Mo
Kindergarten, Canton, Mass.	

* From Report of the Commissioner of Education for 1879.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Lessons on the first eleven gifts, with perforating, sewing, drawing, weaving, paper twisting and folding, peas work, and modelling, games, marching, and gymnastics.	1st, 2d, 3d, 4th, 5th, and 6th gifts, tables, chairs, slates, tablets, rings, and all materials necessary for the occupations.	Sympathetic and harmonious development of body, mind, and soul, forming a healthy basis for higher training.
5	38	Object lessons, plays, games, songs, and elementary instruction.	Fröbel's gifts	Develops the muscular system, improves the health, quickens the perception, and arouses the mind to activity.
....	40	All Kindergarten gifts and occupations.	Material for the different gifts and occupations, squared tables, blackboard, slates, dumb bells, wands, globes, maps, pictures, &c.	It appeals at once to the mental and moral faculties of the child, making him familiar with the forms of usefulness and beauty around him and cultivating in him a desire to investigate and create the same.
5	40	Building, weaving, interlacing, stick laying, drawing, paper folding and cutting, sewing, modeling, pricking, singing, marching, playing games, &c.	Balls, blocks, cubes, cylinder, tablets, parquetry papers, ruled slates, tables, blackboard, Prang's natural history cards, garden, plants, piano, &c.	Improved physical and nervous condition, habits of attention, observation, and thoughtfulness, of sociability, kindness, and cheerfulness; it is also a superior preparation for subsequent mathematical training.

information has been received.

Name and location.	Name and location.
Rock Spring A. M. and P. M. Kindergärten, St. Louis, Mo.	Kindergarten (Cleveland Female Seminary), Cleveland, Ohio.
Stoddard A. M. and P. M. Kindergärten, St. Louis, Mo.	Kindergarten in Miss Mittleberger's School, Cleveland, Ohio.
How A. M. and P. M. Kindergärten, South St. Louis, Mo.	Kindergarten (Miss M. H. Ross), Columbus, Ohio.
Miss Alston's Kindergarten, Newark, N. J.	Kindergarten of Trinity School, Toledo, Ohio.
Columbian Kindergarten, Brooklyn, N. Y. (209 Clinton avenue).	Kindergarten (Miss K. P. Sharpe), Germantown, Pa.
Kindergarten of Lockwood's New Academy, Brooklyn, N. Y.	Kindergarten (Miss Bromall), Media, Pa.
Miss Cora E. Mattice's Kindergarten, Buffalo, N. Y.	Miss Fannie M. Schleigh's Kindergarten, Philadelphia, Pa.
Kindergarten of Glen's Falls Academy, Glen's Falls, N. Y.	Kindergarten (Miss Anna Longstreth), Philadelphia, Pa.
Miss Jaudon's Kindergarten, New York, N. Y.	Kindergarten (Miss Lizzie W. Hunt), Philadelphia, Pa.
Kindergarten in St. Stephen's Church Home, New York, N. Y.	Kindergarten (Miss Lizzie Revere) Philadelphia, Pa.
Kindergarten of Moeller Institute, New York, N. Y.	Mt. Vernon Kindergarten, Philadelphia, Pa.
Kindergarten of Mrs. Frederic Jonson's School, New York, N. Y.	St. Agnes Kindergarten, Philadelphia, Pa.
Kindergarten of the German-American School of the Nineteenth Ward, New York, N. Y.	West Chester Fröbel Kindergarten, West Chester, Pa.
Nursery and Child's Hospital Kindergarten, West New Brighton (Staten Island), N. Y.	Williamston Female College Kindergarten, Williamston, S. C.
Kindergarten, Pittsboro', N. C.	Kindergarten (Nashville Academy), Nashville, Tenn.
Kindergarten, Warrenton, N. C.	Kindergarten der Nordwest Seite, Milwaukee, Wis.
The Mt. Auburn Kindergarten, Cincinnati, Ohio.	Washington Collegiate Institute Kindergarten, Washington, D. C.
East Cleveland Kindergarten, Cleveland, Ohio.	
Kindergarten (Cleveland Academy), Cleveland, Ohio.	

a Reported in Table VI.

TABLE V.—*Memoranda.*

Name.	Location.	Remarks.
Model Kindergarten	Berkeley, Cal	Removed to San Francisco.
Kindergarten (Miss Emilie Kahle)	Los Angeles, Cal	Closed.
Free Public Kindergarten	San Francisco, Cal. (Silver street).	See Silver Street Kindergarten; identical.
Oakwood Kindergarten	Chicago, Ill. (34 Oakwood boulevard).	Removed; not found.
Kindergarten (Miss Gila)	Indianapolis, Ind	Closed.
Kindergarten of German and English Academy.	Louisville, Ky	Closed.
Kindergarten	Ellsworth, Me	Not in existence.
Normal School Kindergarten	Baltimore, Md	Closed June, 1880.
Lasell Seminary Kindergarten	Auburndale, Mass	No Kindergarten work done in 1880.
Cushman School Charity Kindergarten	Boston, Mass	Name changed to Parmenter Street Kindergarten.
Kindergarten of Waltham New Church School.	Waltham, Mass	Merely a modification of the old-fashioned infant school.
Kindergarten (Stella A. Morehouse)	Lansing, Mich	Opened in 1880 and held for two months only; conductor removed to Arizona.
Englewood Kindergarten	Englewood House, N. J	Closed.
Montclair Kindergarten	Montclair, N. J	Destroyed by fire in February, 1880.
St. Barnabas Day Nursery Kindergarten	New York, N. Y	Not in existence.
Kindergarten (English and Technical School).	Cincinnati, Ohio	Not found.
Kindergarten (Miss Spencer)	Cleveland, Ohio (Woodland avenue).	See Kindergarten in Jewish Orphan Asylum.
Prospect Street and Olivet Chapel Kindergarten.	Cleveland, Ohio	Closed.
Kindergarten of Mansfield Normal College	Mansfield, Ohio	Closed.
Miss Lily G. Lang's Kindergarten	Toledo, Ohio	See Orange Place Kindergarten; identical.
Meadville Kindergarten	Meadville, Pa	Not in existence.
Fröbel Kindergarten	Philadelphia, Pa. (626 North Fortieth st.).	Closed.
Parish Kindergarten of the Church of the Epiphany.	Philadelphia, Pa	Closed.
Kindergarten	Reading, Pa	Closed.
Kindergarten (Virginia S. Staples)	Portsmouth, Va	Only a primary school.
Kindergarten (Miss Gertrude Hall)	Washington, D. C. (1704 Fourteenth st.).	Removed; not found.
Kindergarten (Julia Hess)	Washington, D. C. (Mt. Pleasant).	Closed.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1880; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Andrews Institute	Andrews Institute, Ala	1876	1872	Wm. Houston, A. M	M. E	2	2	110	60	50	15	98	0	....	....	....	....
2	Trinity Normal School	Athens, Ala	0	1865	Miss Mary F. Wells	Non-sect	0	2	216	76	140	216	6	2	6	....	....	6
3	Wilcox Female Institute	Camden, Ala	1851	1851	J. K. Thompson	Non-sect	1	3	39	18	21	39	7	2	....	....	....	....
4	Carrollton Male and Female Academy.	Carrollton, Ala	1856	1856	H. S. Whitfield	Non-sect	1	1	48	21	27	48	14	5	6	0	7	....
5	Gaylesville High School	Gaylesville, Ala	1877	1871	Rev. S. L. Russell, A. M	C. Presb	3	5	137	74	63	105	29	*	....	....	1	....
6	Greene Springs School	Greene Springs, Ala	0	1847	H. Tutwiler, LL. D	Non-sect	1	2	26	22	4	26	20	12	....	0	0	0
7	Lowery's Industrial Academy	Huntsville, Ala	1879	1876	Samuel R. Lowery, president	....	....	....	....	....	....	....	....	....	....	....	....	....
8	Hamner Hall	Montgomery, Ala	1860	1861	Rev. George M. Everhart, D. D.	P. E	2	4	70	3	67	70	3	36	....	....	....	....
9	William and Emma Austin College.	Stevenson, Ala	1877	1878	A. F. Dix, president	Non-sect	3	2	101	48	53	101	....	....	....	....	....	....
10	Talladega College	Talladega, Ala	1869	1871	George N. Ellis, A. B	Cong	(6)		142	....	....	....	....	14	....	....	....	....
11	Talladega Male High School	Tal'adega, Ala	....	1880	W. M. Bethea	....	3	....	47	47	....	47	11	5	1	2	....	....
12	Mountain Spring High School	Trinity, Ala	....	1874	....	P. E	....	....	....	....	....	....	....	....	....	....	....	....
13	Park High School	Tuskegee, Ala	....	1859	James F. Park, A. M., PH. D	Non-sect	4	0	105	105	0	60	45	9	....	....	15	....
14	Arkadelphia Baptist High School	Arkadelphia, Ark	1876	1875	Wm. A. Forbes, A. M	Baptist	2	1	90	40	50	60	30	....	....	....	....	....
15	Austin Institute	Austin, Ark	1880	1873	Rev. J. S. Willbanks	Non-sect	1	2	130	70	60	118	12	....	....	....	1	0
16	El Dorado High School*	El Dorado, Ark	1876	1876	W. L. Hodge	Non-sect	1	2	65	30	35	65	7	....	10	..	5	6
17	Independent High School	El Dorado, Ark	....	....	Rev. J. G. Smyth, A. M	Non-sect	....	....	47	13	34	47	....	....	....	....	....	....
18	Evening Shade College*	Evening Shade, Ark	1873	1874	W. P. McKie	Meth	2	2	90	40	50	60	15	18	4	0	20	....
19	Lee High School	La Grange, Ark	....	1879	G. C. Woodson, A. B	....	1	1	55	(55)		....	....	....	....	....	....	....
20	Walden Seminary	Little Rock, Ark	....	....	....	M. E	a2	....	60	....	....	....	....	....	....	....	....	....
21	Searcy Female Institute	Searcy, Ark	....	....	J. F. Rives, SR., president	Meth	1	1	42	....	42	4	....	....	....	....	....	....
22	Centennial Institute*	Warren, Ark	1875	1875	Rev. W. E. Paxton, A. M	Baptist	2	2	94	56	38	94	7	4	....	....	....	....

* From Report of the Commissioner of Education for 1879. a Sex not reported.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
23	Mills Seminary*	Brooklyn, Cal	1876	1871	Rev. C. T. Mills, D. D	Non-sect	5	11	154	0	154	154	0	80	0	0	0	0
24	Pacific College	Colusa, Cal	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	Convent of Mary Immaculate*	Gilroy, Cal	0	1871	Sister Mencia Martarano	R. C	0	4	54	22	32	.....	.....	20	.....	.....	.....	.....
26	Gilroy Seminary	Gilroy, Cal	0	1868	Sarah M. Severance	Non-sect	0	3	37	15	22	37	0	0	.....	.....	.....	.....
27	College of Notre Dame	Maryaville, Cal	1880	1856	Sister Aloysius	R. C	.....	6	140	40	100	.....	.....	.....	.....	.....	.....	.....
28	Napa Collegiate Institute	Napa City, Cal	1870	1860	A. E. Lasher, A. M	Meth	5	4	158	83	75	93	25	20	30	40	4	4
29	Miss Field's Home Institute	Oakland, Cal	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	Golden Gate Academy	Oakland, Cal	.....	1871	Rev. Henry E. Jewett, M. A	Cong	4	5	40	40	..	25	15	3	10	10	6	.....
31	Sackett Academy	Oakland, Cal	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	Placerville Academy	Placerville, Cal	.....	1861	E. B. Conklin, A. M	Non-sect	3	3	114	50	64	114	15	6	8	4	5	2
33	Howe's High School and Normal Institute.	Sacramento, Cal. (6th st. between J and K sts.).	.....	1873	Edward Payson Howe	Non-sect	1	...	194	95	99	184	10	....	2	1	2	1
34	Sacramento Institute*	Sacramento, Cal	.....	1876	Brother Cianan	R. C	12	....	313	313	....	313	12	21	.....	.....	.....	.....
35	Sacramento Select School	Sacramento, Cal. (L near 6th street).	.....	1871	Mrs. A. C. Curtis	M. E	.....	1	118	67	51	118	....	..	9	8	10	18
36	St. Joseph's Academy	Sacramento, Cal. (corner 8th and G streets).	1875	1857	Sister Mercy	R. C	0	7	370	0	370	370	0	...	.....	.....	.....	.....
37	Young Ladies' Seminary*	Sacramento, Cal	1862	1862	William S. Hunt	Non-sect	1	1	45	25	20	45	3	3	2	3	1	1
38	Mrs. Colgate Baker's English, French, and German Boarding and Day School for Young Ladies.	San Francisco, Cal. (648 and 850 Van Ness ave.).	.....	1878	Mrs. Colgate Baker	Non-sect	0	6	60	....	60	58	2	52	1	0	0	0
39	College of Notre Dame of San Francisco.	San Francisco, Cal	1876	1868	Sister Aloyse of the Cross	R. C	....	25	450	..	450	....	....	....	....	....	....	....

40	Sacred Heart College	San Francisco, Cal. (s. e. corner of Eddy and Larkin streets).		1874	Bro. Genebern	R. C	22		700	700		450	150	100	375	325		
41	University (City) College*	San Francisco, Cal. (Haight street).	1859	1859	Rev. James Matthews, D. D.	Presb	4	4	52	38	14	52	19	17				
42	University Mound College	San Francisco, Cal																
43	Urban Academy	San Francisco, Cal. (Mason and Geary sts.).	0	1864	Nathan W. Moore	Non-sect	8	2	82	82		15	67	70	41	12	3	1
44	Miss West's School for Girls	San Francisco, Cal		1874	Mary B. West	Non-sect		11	120	10	110							
45	Madame Zeitska's Institute*	San Francisco, Cal. (922 Post street).		1863	Madame B. Zeitska	Non-sect	4	10	165		165	165	8	165	8			
46	Laurel Hall	San Mateo, Cal		1864	Mrs. L. Manson-Buckmaster	Non-sect	2	5	42		42		40					
47	St. Matthew's Hall	San Mateo, Cal	0	1866	Rev. Alfred Lee Brewer, M. A	P. E	11	2	134	133	1	91	43	35			0	0
48	School of the Holy Cross	Santa Cruz, Cal		1862	Sister Rose Genevieve Phelan.	R. C		7	120		120	120						
49	Colorado Seminary	Denver, Colo	1864	1864	Rev. David H. Moore, A. M., D. D., president.	M. E		2	(a)									
50	Wolfe Hall b	Denver, Colo		1868	Mrs. Anna Palmer	P. E	2	7	120		120	75	15	30	3			
51	Leadville Academy	Leadville, Colo		1880	John Kershaw	Non-sect	1		50	22	28	40	10	3	10			
52	Trinidad Academy	Trinidad, Colo	1880		Henry E. Gordon													
53	Academy of the Holy Family	Baltic, Conn		1874	Mother Mary Carola, superioress.	R. C			27		27							
54	The Curtis School for Girls	Bethlehem, Conn		1875	Frederick S. Curtis, PH. B.		1	1	15	5	10							
55	Commercial and Military Institute.	Bridgeport, Conn	0	1862	Benjamin B. Penfield, M. A.	Non-sect	1	0	23	23	0	23	3	0	0	0	1	0
56	Golden Hill Institute and Family Boarding School.	Bridgeport, Conn	0	1850	Rev. Guy B. Day, M. A	Non-sect	1	1	18	12	6	18	11	9	6	2	2	1
57	Golden Hill Seminary	Bridgeport, Conn		1857	Miss Emily Nelson	Non-sect	3	8	65		65	65	25	30				
58	Hillside Seminary*	Bridgeport, Conn		1876	Mariana B. Slade	Non-sect	1	8	72		72	60	30	30	3		1	
59	Morgan School	Clinton, Conn	1870	1872	Dwight Holbrook, A. M	Non-sect	2	6	251	134	117							
60	Bacon Academy	Colchester, Conn	1801	1803	George H. Tracy, M. A	Non-sect	1		27	12	15	12	27	0	8	0	1	
61	Durham Academy	Durham, Conn		1842	Rev. Elwell A. Bishop, A. B	Non-sect	1	2	50	22	28	21	10	5	3			
62	Glastonbury Academy	Glastonbury, Conn	1869	1870	F. H. Brewer		1	1	90	54	36	30	50	10	10	2	1	1
63	Maple Grove Academy*	Green's Farms, Conn		1867	Bessie R. Taylor	Cong		1	16	9	7	16	1					
64	Greenwich Academy*	Greenwich, Conn	1827	1827	Frank Shepard, A. M	Non-sect	3	2	58	33	25	58	25	1	15	2	3	
65	Miss Haines's School for Young Ladies and Girls.	Hartford, Conn. (Woodside).		1875	Miss Elizabeth H. Haines	Non-sect	3	5	60		60	60	6	50				
66	Seminary of Mt. St. Joseph	Hartford, Conn		1873	Sisters of Mercy	R. C			51		51							
67	Rocky Dell Institute	Lime Rock, Conn		1864	J. H. Hurlburt	P. E	1	1	43	23	20	35	8		4			
68	Young Ladies' Seminary	Middletown, Conn		1876	Rev. B. A. Smith		1	4	57	24	33							
69	Mystic Valley English and Classical Institute.	Mystic Bridge, Conn	1880	1868	John K. Bucklyn, A. M., LL. D	Non-sect	2	1	69	37	32	45	24	15	2	2	1	1
70	New Britain Seminary	New Britain, Conn		1870	David N. Camp, A. M., and Miss Ellen R. Camp.	Non-sect	1	4	46	20	26	40	6	10	3	3	1	
71	The Elderage School	New Haven, Conn. (136 Sherman avenue).		1862	Miss Elizabeth C. Bangs	Meth	2	6	40		40	40	9	9				
72	Miss Nott's English and French Family and Day School	New Haven, Conn. (33 Wall street).		1873	Miss Lydia P. Nott	Non-sect	3	7	70	0	70	60	35	30				
73	West End Institute	New Haven, Conn. (99 Howe street).		1870	Mrs. Sarah L. Cady	Cong	1	5	68	0	68							

*From Report of the Commissioner of Education for 1879. — a See report of preparatory department of University of Denver, Table IX. b These statistics are for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
74	Bulkeley School*	New London, Conn	.....	1873	Eugene B. Collester	Non-sect	2	0	45	45	0	....	....	6	15	2	4	..
75	Waramang Academy	New Preston, Conn	0	1852	Gould C. Whittlesey	Cong	1	....	25	12	13	25	2	0	0	0	0	0
76	Fitch's Home School for Young Ladies and Boys.	Noroton, Conn	1864	1865	Miss M. J. Davis	Non-sect	4	5	99	43	56	80	12	1	0	2	1	1
77	Hillside School for Boys*	Norwalk, Conn	.....	1868	Dr. J. C. Fitch	Baptist	2	2	52	40	12	....	....	....	....	....	....	....
78	Miss Meeker's School	Norwich, Conn (56 Washington street).	.....	1869	Miss Henrietta Meeker	Cong	....	4	35	....	35	35	....	25	....	....	....	....
79	Our Lady of Perpetual Help	Putnam, Conn	.....	.....	Sisters of Mercy	R. C	....	....	....	....	....	....	....	....	....	....	....	....
80	Seabury Institute	Saybrook, Conn	.....	1865	Rev. P. L. Shepard, A. M.	P. E	2	4	60	40	20	60	12	3	2	2	1	1
81	Miss Aiken's School*	Stamford, Conn	.....	1855	Miss Catharine Aiken	Presb	1	6	40	0	40	40	9	36	....	....	....	....
82	Day School for Boys	Stamford, Conn	.....	1875	Hiram U. King	Cong	4	....	40	40	....	....	....	4	20	5	1	1
83	Select Boarding and Day School	Stamford, Conn	.....	1854	George B. Glendining, A. M.	P. E	2	....	30	30	....	30	10	10	4	....	2	....
84	English and Classical School	Stratford, Conn	.....	1847	Frederick Sedgwick	Non-sect	1	1	24	14	10	24	5	....	2	....	0	0
85	Stratford Academy*	Stratford, Conn	.....	.....	E. E. Clark	Non-sect	1	1	13	12	1	13	5	1	5	....	....	....
86	Stratford Institute for Young Ladies.*	Stratford, Conn	.....	1876	Mrs. E. E. Clark	Non-sect	1	3	18	..	18	18	5	3	....	....	....	....
87	The Gunnery	Washington, Conn	1852	.....	Frederick W. Gunn	Non-sect	2	4	56	50	6	29	27	16	10	3	2	....
88	St. Margaret's Diocesan School for Girls.*	Waterbury, Conn	1875	1875	Rev. Francis T. Russell, M. A.	P. E	3	8	101	..	101	....	....	....	....	....	....	....
89	Oak Hill Seminary*	West Haven, Conn	0	.....	Charles C. Wetsell	Non-sect	1	4	33	8	25	26	7	3	4	....	1	....
90	Wilton Academy	Wilton, Conn	.....	1817	Edward Olmstead	Non-sect	1	..	20	12	8	10	10	1	6	....	1	....
91	Wilton Boarding Academy	Wilton, Conn	.....	1852	Augustus Whitlock	Non-sect	2	1	30	20	10	30	....	....	....	....	....	....
92	Academy of St. Margaret of Cortona.*	Winsted, Conn	.....	1865	Sister Celso	R. C	....	4	45	....	45	45	....	....	....	....	....	....
93	Parker Academy	Woodbury, Conn	0	1851	H. C. Talmage	.....	1	1	45	20	25	35	10	....	....	....	....	....

92	tuma.*																						
93	Parker Academy	Woodbury, Conn	0	1851	H. C. Talmage		1	1	45	20	25	35	10	....	....	....	....

94	Wilmington Conference Academy	Dover, Del	1872	1878	R. H. Skinner, A. M	M. E	5	4	100	60	40	65	35	20	15	....	1	....
95	Felton Seminary	Felton, Del	1868	1866	Rev. L. A. T. Lobe, A. M	Non-sect	3	2	58	28	30	....	....	....	....	....	....	....
96	Milford Seminary	Milford, Del	0	....	R. E. Maranville, A. M.	Non-sect	1	1	59	22	37	59	29	0	6	0	0	0
97	Milton Academy	Milton, Del	1830	....	Rev. Frederick Thompson, M. A	Non-sect	2	....	25	20	5	15	10	2	3	1	0	0
98	St. John Baptist School	Milton, Del	....	1880	Rev. Frederick Thompson, M. A., rector.	P. E.	2	....	5	5	....	1	4	1	3	1	0	0
99	Academy of Newark*	Newark, Del	1769	1768	Rev. J. L. Polk, A. M	Non-sect	4	2	60	30	30	30	40	15	30	15	2	....
100	Academy of the Visitation	Wilmington, Del	....	....	Mother M. Clementine O'Connell.	R. C	....	....	....	....	....	....	....	....	....	....	....	....
101	Rugby Academy	Wilmington, Del	....	1872	Dr. Samuel W. Murphy, A. M	....	8	0	92	92	0	92	45	7	12	10	5	....
102	Wyoming Institute of Delaware	Wyoming, Del	1869	1867	Rev. M. Heath, A. M	Baptist	2	3	88	51	37	41	32	15	3	....	1	....
103	Limetta Academy	Bay St. Joseph, Fla	0	1878	J. C. Craver, M. D	Non-sect	2	....	66	27	39	62	4	0	6	8	0	1
104	Cookman Institute	Jacksonville, Fla	0	1875	Rev. Samuel B. Darnell, B. D	M. E	3	1	175	76	99	166	9	0	15	....	0	2
105	Convent of Mary Immaculate	Key West, Fla	....	1868	Mother Mary Felicitas, superioress.	R. C	....	12	250	....	250	250	....	50	....	....	....	....
106	Florida Institute	Live Oak, Fla	....	....	Rev. J. L. A. Fish	Baptist	1	1	91	53	38	....	....	....	....	....	....	....
107	Santa Rosa County Graded Free School.	Milton, Fla	....	1879	J. T. Bennett	Non-sect	2	2	200	100	100	150	25	0	....	....	....	0
108	West Florida Institute	Milton, Fla	1878	1878	A. O. Wright, A. M	....	2	2	150	76	74	150	25	....	15	....	....	....
109	Christ Church School*	Pensacola, Fla	....	1856	Mrs. Mary G. Scott	P. E	....	2	45	22	23	45	10	....	....	....	2	....
110	West Florida Seminary*	Tallahassee, Fla	1851	1857	Prof. James D. Wade	Non-sect	2	2	104	46	58	104	10	3	4	3	2	0
111	Home School	Athens, Ga	....	....	Miss C. Sosnowski		a6	....	50	....	50	....	....	....	....	....	....	....
112	Atlanta Female Institute	Atlanta, Ga	....	....	Mrs. J. W. Ballard		a7	....	115	....	115	....	....	....	....	....	....	....
113	Clark University	Atlanta, Ga	1877	1869	R. E. Bisbee	M. E	3	3	169	80	89	....	....	....	....	....	....	....
114	Storrs School*	Atlanta, Ga	....	....	Miss Amy Williams	Cong	....	5	528	....	....	....	....	....	....	....	....	....
115	Summerville Academy b	Augusta, Ga	....	1878	S. H. Owens	....	1	2	60	40	20	60	25	20	....	....	....	....
116	Bairdstown Academy	Bairdstown, Ga	0	1840	John S. Callaway	Baptist	1	....	31	16	15	30	1	0	1	1	0	....
117	Gordon Institute	Barnesville, Ga	....	1872	Charles E. Lambdin, A. M	....	3	3	225	118	107	120	105	25	20	....	3	....
118	Union Academy	Bartow County, Ga	....	....	James R. Glenn	....	1	....	54	26	28	....	....	....	....	....	....	....
119	Jackson Academy	Bellevue, Ga	....	....	J. S. McDowell	Non-sect	1	....	35	21	14	23	12	12	4	1	3	....
120	Blackshear Academy b	Blackshear, Ga	1873	1869	H. H. Williams	Non-sect	1	0	96	51	45	96	0	0	1	20	0	0
121	Grooverville Academy	Boston, Ga	0	1850	E. J. Holmes	Non-sect	1	1	25	15	10	21	6	0	....	....	....	....
122	Buena Vista High School	Buena Vista, Ga	0	....	P. E. Davant, A. M., and J. L. Sanders.	Non-sect	2	2	109	54	55	84	25	8	....	....	0	....
123	Peach Orchard Academy	Buena Vista, Ga	....	1872	Miss Ida Munro	Non-sect	0	1	31	19	12	31	7	1	....	....	0	0
124	Butler Female College and Male Institute.	Butler, Ga	1875	1873	William C. Monk	Non-sect	1	1	....	....	....	....	....	....	....	....	....	....
125	Calhoun Academy	Calhoun, Ga	1850	1850	Rev. J. B. Hillhouse	Non-sect	1	2	65	34	31	40	25	....	4	2	1	....
126	Franklin Institute*	Carnesville, Ga	1875	1876	A. J. Morris	....	2	....	53	25	28	53	0	0	0	0	1	0
127	Carroll Masonic Institute*	Carrollton, Ga	1872	1872	W. F. Brown, A. M	....	1	2	60	45	15	40	4	2	....	....	....	....
128	The African Methodist Episcopal High School.	Cartersville, Ga	....	1870	J. Q. Gassett	Af. M. E	1	2	100	40	60	100	0	0	10	5	1	0
129	Cartersville Female Academy	Cartersville, Ga	....	....	S. F. Brame	....	a3	....	50	19	31	....	....	....	....	....	....	....
130	Cartersville High School	Cartersville, Ga	....	1871	Ronald Johnston	....	1	1	44	25	19	....	8	....	8	8	....	....
131	Erwin Street School	Cartersville, Ga	0	1872	L. B. Millican	Non-sect	a2	....	45	20	25	....	....	....	....	....	....	....
132	Wofford Academy	Cass Station, Ga	....	....	Matthew Marshall	....	a2	....	78	43	35	....	....	....	....	....	....	....
133	Female Seminary	Cave Spring, Ga	....	1852	Miss Georgia Davis	Baptist	0	1	15	0	15	10	5	....	0	0	0	0
134	Hearn Manual Labor School	Cave Spring, Ga	1838	1838	Palemon J. King, A. M	Baptist	1	....	42	42	....	28	14	....	3	....	3	....
135	Chincapin Grove High School*	Chincapin Grove, Ga	1876	1860	T. L. Venable	Meth	2	....	66	35	25	57	3	0	4	0	0	1
136	Plenitude Academy	Clinton, Ga	....	1871	H. D. McKay, jr	Non-sect	1	....	32	24	8	29	....	3	4	....	....	....

* From the Report of the Commissioner of Education for 1879.

a Sex not reported.

b These statistics are for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
137	Slade's School for Boys	Columbus, Ga	0	1866	James J. Slade	Non-sect	1	....	47	47	....	20	35	....	....	....	5	....
138	Conyers Female Seminary	Conyers, Ga	....	....	Miss C. A. Hansell	....	a2	....	30	....	30	....	....	....	....	....	....	....
139	Conyers Male Academy	Conyers, Ga	....	....	R. A. Guinn	....	a2	....	79	79	....	....	....	....	....	....	....	....
140	Conyers Male and Female High School.b	Conyers, Ga	0	1858		....	....	....	....	....	....	....	....	....	....	....	....	....
141	Corinth School*	Corinth, Ga	0	.....	John H. Covin	Non-sect	1	0	46	26	20	46	3	0	....	....	0	....
142	Crawford Academy	Crawford, Ga	.....	1868	John F. Cheney	Non-sect	1	1	62	39	23	62	5	0	5	0	0	....
143	Grange Male and Female College	Cuthbert, Ga	.....	1880	M. A. McNulty	Non-sect	4	2	107	68	39	107	51	27	51	41	....	....
144	Howard Normal Institute*	Cuthbert, Ga	0	1876	R. R. Wright	....	2	1	66	32	34	66	0	0	....	....	0	0
145	Crawford High School*	Dalton, Ga	....	1871	Jesse A. Holtzclaw	Baptist	2	0	61	61	0	52	9	0	7	0	0	0
146	Delhi High School	Danburg, Ga	0	1870	William P. Bradford	Non-sect	1	0	25	17	8	25	3	0	0	0	0	1
147	Dirt Town Academy	Dirt Town, Ga	.....	1849	S. E. Jones	Non-sect	2	....	46	28	18	46	5	10	3	2	....	....
148	Farmersville Academy	Dirt Town, Ga	0	1856	John C. Cochran	Non-sect	1	....	48	25	23	45	3	....	0	0	....	....
149	Eastman High School*	Eastman, Ga	0	1876	P. A. Jessup	Baptist	1	1	65	38	27	62	3	0	3	0	0	0
150	Elbert Male High School	Elberton, Ga	0	1830	Thomas C. Carlton	Non-sect	2	....	50	50	....	50	20	0	10	10	2	10
151	Elberton Female Collegiate Institute.	Elberton, Ga	1853	1854	Mrs. Louise S Jones	Non-sect	1	3	45	0	45	45	15	15	15	30	1	0
152	Moss Hill Academy	Ellaville, Ga	.....	1859	John M. Collum	....	1	....	41	22	19	....	1	9	1	3	....	2
153	Mt. Paran Academy	Euharlee, Ga	1858	1868	Rev. Samuel W. Newell	Non-sect	1	2	54	35	19	54	5	....	5	0	0	0
154	Fairburn Academy	Fairburn, Ga	1876	1875	T. N. Rhodes	....	1	2	108	50	58	....	20	....	10	....	....	....
155	Fairmount Academy	Fairmount, Ga	1850	1850	Miss S. S. Kingsbery	Meth	..	2	62	28	34	38	0	3	0	0	0	0
156	Fayetteville Seminary	Fayetteville, Ga	.....	.....	Wm. S. Beadles	....	1	....	52	19	33	..	....	....	....	....	....	....
157	Fort Valley Female Seminary	Fort Valley, Ga	.....	.....	Mrs. Mary B. Persons	....	a3	....	42	....	42	42	....	....	....	....	....	....
158	Franklin Institute	Franklin, Ga	.....	1880	Leonidas Jones	Non-sect	3	2	120	60	60	..	....	....	....	....	....	....
159	La Hatte's Select School	Gainesville, Ga	.....	.....	Rev. C. B. La Hatte	M. E. So.	a3	....	113	66	47	..	....	....	....	....	....	....

160	Miss Porter's High School	Griffin, Ga			Miss M. E. Porter		a3		50		50													
161	Samuel Bailey Male Institute	Griffin, Ga	1870	1870	Alanson B. Niles	Non-sect	2	2	83	83		83	12	0	6	0	0							
162	Hawkinsville Institute*	Hawkinsville, Ga	0	1877	M. T. Hodge	Non-sect	1	4	120	60	60	75	40	10	16		7							
163	Hephzibah High School	Hephzibah, Ga	1860	1861	James A. Carswell, A. M		1	4	46	20	26	25	19		19		6							
164	Braswell Academy*	High Shoals, Ga	0	1874	John A. Saye	Non-sect	1	0	35	20	15	30	5	0	5	10	0	0						
165	Martin Institute	Jefferson, Ga			John W. Glenn, A. M		a5		120	53	67	120												
166	Middle Georgia College	Jonesboro, Ga			G. C. Looney		a4		196	103	93	196												
167	Kingston High School	Kingston, Ga		1873	Rev. James T. Lin	Meth	1		47	25	22	47	6		3		1							
168	La Grange Seminary*	La Grange, Ga	0	1877	Rev. J. H. Owens	M. E	2	2	140	50	90	140												
169	Meson Academy	Lexington, Ga	1806	1807	Thomas B. Moss		1	1	50	21	29	50	12		12	5	4	1						
170	Liberty Hill High School	Liberty Hill, Ga			R. F. Jackson				35	18	17													
171	Adams' Practical Normal School	Linton, Ga		1858	Rev. Thomas J. Adams, A. M	Baptist			47	27	20	47	10		10	10	3	4						
172	Long Cane Academy*	Long Cane, Ga	0	1850	Wylie W. Arnold	Non-sect	1	0	19	14	5	11	3	0	2	0	2	0						
173	Hunter's School for Boys	Macon, Ga		1876	Benj. T. Hunter, A. M		1	0	36	36	0	36	30		10	2	4	0						
174	Lewis High School	Macon, Ga		1868	Miss Christene H. Gilbert	Cong	0	3	150	64	86													
175	Mount de Sales Academy	Macon, Ga			Sisters of Mercy	R. C																		
176	Forest Home Institute	Madison, Ga		1870	Mrs. E. Nebhut	Presb		3	18	4	14	18	5				5							
177	Madison Male High School	Madison, Ga	0	1875	E. W. Butler, A. M	Non-sect	2	0	52	52	0	37	15	0	15	0	3	1						
178	Temperance Hill High School	Madison, Ga	0	1852	W. H. Cocroft	Non-sect	1	0	25	10	15	18	7	0	3	5	1	1						
179	Howard Institute	Marietta, Ga		1880	G. F. Howard	Non-sect	1	1	65	35	30	65	50	65	10	10								
180	Marietta Military Institute*	Marietta, Ga	1855	1855	H. D. Capers	Non-sect	4		116	116		116	41	116	41									
181	Marshallville High School	Marshallville, Ga	1870	1870	J. W. Frederick	Non-sect	1	1	68	40	28	50	18	0	8	2	3	0						
182	Milner High School*	Milner, Ga	0	1872	John W. Rudisill	Non-sect	1	1	97	58	39	97	5	0	0	0	0	0						
183	Montezuma High School	Montezuma, Ga	0	1870	C. W. Richter	Non-sect	1	1	40	24	16	40	13		13	0	5	0						
184	Spalding Seminary	Montezuma, Ga	1869	1869	George R. Briggs	Baptist	1	1	35	20	15	35	12	0	3	0	0							
185	Mountville Academy	Mountville, Ga	0	1866	W. E. Dozier		1	1	46	18	28	12	19	2	19	12								
186	Nacoochee Male and Female High School.	Nacoochee, Ga		1875	Rev. J. J. Methvin	M. E. So	a2		66	31	35													
187	Brinkley Academy*	Norwood, Ga			Sterling G. Brinkley		1	2	93															
188	Zion Academy	Oglethorpe, Ga		1838	Joel W. Bledsoe	Lutheran	1	1	62	22	40	62	0											
189	Mercer High School	Penfield, Ga	1879	1880	J. W. Ellington	Baptist	1	2	83	41	42	71	12	4	0	0	0	0						
190	Anthon School*	Perry, Ga	1870	1870	L. D. Smith	Meth	1		35	20	15				5	1	1							
191	Perry Male Academy	Perry, Ga		1874	T. H. Thurmond, A. B	Meth	1		26	26		8												
192	Pine Log Masonic Institute	Pine Log, Ga		1869																				
193	Willis Institute	Pistol, Ga		1875	Sallie J. Willis	Baptist		2	48	21	27	43	5											
194	Powelton Male and Female School	Powelton, Ga			S. N. Chapman	Non-sect	2		68	45	23	63	5											
195	Quitman Academy	Quitman, Ga			A. D. Smith		a2		63	38	25													
196	Rabun Gap High School	Rabun Gap, Ga	0	1873	William A. Curtis	Non-sect	1	1	118	78	40						0	0						
197	Reynolds Academy	Reynolds, Ga		1855	Charles A. Carson		1	0	40	(40)		30	9											
198	Mt. Vernon Institute	Riddleville, Ga	1850	1858	Rev. John J. Hyman	Baptist	1	2	37	15	22	33	4											
199	Masonic Literary Institute*	Ringgold, Ga	1870	1871	George B. Atkinson	Non-sect	1	1	71	34	37	71	5		3									
200	Rome Male High School	Rome, Ga		1870	J. M. Proctor	Non-sect	1		55	55		40	15		5		1							
201	Sandersville High School*	Sandersville, Ga		1873	Ivy W. Duggan, A. M	Non-sect	3	3	155	75	80	155	45	5										
202	Beach Institute	Savannah, Ga		1866	J. K. Cole	Non-sect	1	4	229	103	126	224	5		3									
203	Scarboro' Academy	Scarboro', Ga			W. R. McConnell		a2		38	21	17													
204	Sharon Business Institute	Sharon, Ga		1878	N. E. Ware		1	1	63	33	30	63	8	0	6	0	2	0						
205	Smithville High School	Smithville, Ga			W. W. Kennerly	Non-sect	1		44	24	20	36	8		2									
206	Sparta Male and Female High School.*	Sparta, Ga			W. M. Slaton	Meth	1	1	75	35	40	20	20	0	10	0	0	0						
207	Spring Place High School*	Spring Place, Ga	0	1875	J. F. Harris, jr	Non-sect	2		56	29	27	56			1									

*From Report of the Commissioner of Education for 1879. a Sex not reported. b No session held in 1880.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
208	Stilesboro' Institute	Stilesboro', Ga	1856	1859	J. F. Marsh		1		43	18	25							
209	Sumach Seminary	Sumach, Ga	0	1869	E. I. F. Cheyne, A. M	C. Presb	2	1	150	100	50	150	12	0	12	12	2	2
210	Summerville Academy	Summerville, Ga	0		J. C. Loomis	Meth	1		43	25	18	43						
211	Sylvania Academy	Sylvania, Ga		1875	N. P. Pratt	Non-sect	a2		64	29	35							
212	Collinsworth Institute and Levert College.	Talbotton, Ga		1840	Rev. John T. McLaughlin, A. M.	Non-sect	1	3	114	40	74	107	30	6	30		2	
213	Tazewell High School	Tazewell, Ga	1851	1850	J. L. Barker	Non-sect	1	1	52	29	23	45	8	2	6		1	
214	Thomaston High School	Thomaston, Ga	1876	1876	George A. Harrison		1	2	166	83	83	125	40	3				
215	Thomson High School	Thomson, Ga	0	1874	William B. Fambrough, A. M	Non-sect	2		85	42	43	76	3		3	4	5	
216	Thomson School for Boys and Girls*	Thomson, Ga	0	1874	J. W. Ellington	Baptist	1	2	83	32	51	65	13	5			5	
217	Fulton High School	Trickum, Ga		1872	George S. Fulton		1	0	40	25	15	20	4	0	0	0	2	0
218	Union Point High School*	Union Point, Ga		1865	W. E. Reynolds, A. M	Non-sect	1	1	60	28	32	60	20	0	3	0	0	0
219	Walthourville Academy	Walthourville, Ga	1823	1823	Thomas S. Mallard	Non-sect	1		33	16	17	31	1					
220	Warrenton Academy	Warrenton, Ga	1829	1829	A. S. Morgan	Non-sect	1	3	82	40	42	82	20	15	20			
221	Washington Female Seminary	Washington, Ga			Miss Fanny Andrews	Non-sect	0	3	52	0	52	52	14	2				
222	Washington Male Academy	Washington, Ga	1783	1827	O. S. Barnett		1		24	24		19	5					
223	Way Cross High School	Way Cross, Ga	0	1874	D. J. Dickerson	Non-sect	1	1	80	42	38	80	0	0	0	0	0	0
224	Bethel Academy	West Point, Ga	0	1860	Frank Ward	Non-sect	1	0	32	17	15	32	4	2	4		0	0
225	Dawson Institute	White Plains, Ga	0	1833	J. M. Howell, M. D	Non-sect	1	1	30	(30)				1			0	0
226	Philomath Institute	Woodville, Ga			John W. Poole		1		40	20	20	40	4	1				
227	German Evangelical Lutheran School.	Addison, Ill	1849	1849	Rev. T. J. Grosse	Ev. Luth	2	1	183	106	77	150		183	3			
228	Aledo Academy	Aledo, Ill		1873	J. R. Wylie, A. M	Non-sect	2		69	40	29	62	3	4	3	1	4	1
229	Jennings Seminary	Aurora, Ill	1854	1859	Rev. Martin E. Cady, A. M	M. E	3	4	133	81	52	102	18	13	5	2		
230	Institute of the Immaculate Conception.*	Belleville, Ill	1860	1859	Sister Mary Jerome	R. C		17	536	243	293	536						

230	Institute of the Immaculate Conception.*	Belleville, Ill	1860	1859	Sister Mary Jerome	R. C		17	536	243	293	536											
231	Notre Dame Academy b	Bourbonnais Grove, Ill		1874		Sister St. Marcelline, sup'r	R. C		8	160		150											
232	St. Joseph's Female Academy	Cairo, Ill				Sister Sophronia, superioress	R. C		8	110		110											
233	Chicago Ladies' Seminary	Chicago, Ill. (15 Sheldon st.)		1860		Miss Charlotte A. Gregg	Cong	5	7	90		90	60	30	27	5	0	0	0
234	Dearborn Seminary	Chicago, Ill. (985 Wabash avenue).		1856		Zuinglius Grover, A. M	Non-sect	1	10	180		180			50				
235	German Institute	Chicago, Ill		1871		J. C. Stoelke		2	1	180	120	60							
236	Misses Grant's Seminary*	Chicago, Ill. (130 Dearborn avenue).	0	1869		Misses Grant	Non-sect	4	15	120		120	120	40	50	4	0	0	0
237	Park Institute*	Chicago, Ill. (103 and 105 Ashland avenue).		1872		Mrs. Alice E. Bates	Non-sect	6	15	212	17	195	203	53	72				
238	St. Francis Xavier's Academy*	Chicago, Ill	1847	1846		Sister Mary Genevieve	R. C		30	217		217	217		40				
239	Danville Seminary	Danville, Ill	1879			Emory Chilcoat, B. A		a3		242	123	119							
240	Freie Deutsche Schule	Danville, Ill		1880		Fritz Schaefer	Non-sect	1		42	20	22	42		42				
241	Teachers' Institute and Classical Semina.y.	East Paw Paw, Ill	1869			J. H. Beitel, B. S		a6		100	57	43							
242	Howe Literary Institute	East St. Louis, Ill	1871	1874		Rev. Spencer F. Holt, A. M	Baptist	1	2	78	37	41	70	12	23				
243	Elgin Academy	Elgin, Ill	1839			A. G. Sears, A. M		a13		242	129	113							
244	Freeport Seminary	Freeport, Ill		1880		J. W. Troger, A. M		3	3	65	28	37				6	8		
245	Northern Illinois College	Fulton, Ill	1866	1867		A. M. Hansen, president	Non-sect	5		100	60	40							
246	Monticello Ladies' Seminary	Godfrey, Ill	1838	1838		Miss Harriet N. Haskell	Non-sect	0	13	150	0	150		(150)	100				
247	The Young Ladies' Athenæum*	Jacksonville, Ill	1867	1865		Rev. William D. Sanders, D. D., superintendent.	Non-sect	4	7	150	0	150	100	50	25				
248	St. Francis' Academy	Joliet, Ill				Mother Superior, O. S. F	R. C												
249	St. Joseph's Seminary	Kankakee, Ill	1874			Sr. St. John Baptist, sup'r	R. C		9	261		261							
250	McDonough Normal, Scientific, and Commercial College.*	Macomb, Ill	1867	1865		Daniel Branch	Non-sect	2											
251	Morgan Park Military Academy	Morgan Park, Ill. (Washington Heights).	0	1873		Capt. Ed. N. Kirk. Talcott and Henry T. Wright, A. M.	Non-sect	6	1	33	33		24	9	3	3	5	0	0
252	Grand Prairie Seminary, Commercial College, and Conservatory of Music.	Onarga, Ill	1863	1863		Rev. John B. Robinson, A. M., D. D.	M. E	8	3	225	120	105	154	60				4	
253	Edgar Collegiate Institute*	Paris, Ill	1867	1841		Josiah Hurty, A. M	Presb	1	2	98	70	28	60	21	18	12	8	6	5
254	German School of North Peoria	Peoria, Ill	1878			Adolph Splittstösser		a2		46	30	16							
255	St. Mary's Institute	Quincy, Ill	1873	1873		Sister Mary Boniface	R. C	0	14	250	0	250							
256	Bettie Stuart Institute	Springfield, Ill	1869	1868		Mrs. M. McKee Homes	Non sect	1	12	123	5	118	68	14	25				
257	Lee's Academy*	Stockton, Ill. (Loxa P. O.)	0	1871		Thomas J. Lee, A. M	Non-sect	1	0	117	77	40				0	0	7	3
258	Vermillion Academy	Vermillion Grove, Ill				John Chauner	Friends			103									
259	Institute of Our Lady of the Sacred Heart.	Washington Heights, Ill				Sister Pacifica, sup'r	R. C		24	65		65							
260	Todd Seminary for Boys	Woodstock, Ill		1852		Rev. R. K. Todd, A. M	Non-sect	1	2	20	20		16	8	6	3	2	2	4
261	Sand Creek Seminary	Azalia, Ind				Professor Parker	Friends			65									
262	Battle Ground Collegiate Institute	Battle Ground, Ind	1858	1857		George W. Rice, A. M	Non-sect	4	2	150	80	70							
263	Friends' Bloomingdale Academy*	Bloomingdale, Ind		1845		Thomas Armstrong	Friends	2		100	47	53	100	1			2	3	0
264	Spicewood School	Boxley, Ind				John Pennington, jr	Friends			75									
265	Barnett Academy*	Charlestown, Ind				Robert A. Sturgus, A. M	Presb	1	3	58	32	26	10	19				2	
266	St. Augustine's School	Fort Wayne, Ind	1846	1840		Sister Superior	R. C		9	300		300							
267	German-English Independent School.	Indianapolis, Ind	1859	1859		Carl F. Pingpank		3	2	102	54	48							
268	Hadley's Academy	Indianapolis, Ind. (410 N. Pennsylvania street).				Hiram Hadley													

* From Report of the Commissioner of Education for 1879.

a Sex not reported.

b These statistics are for the year 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Pr-paring for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
269	Rich Square School	Lewisville, Ind	.....	1871	Gulia A. Hunnicutt	Friends	....	2	39	21	18	31	7	1	3	1	1	0
270	Friends' School	Marion, Ind	.....	.....	William Russell	Friends	....	....	100	....	....	....	....	....	....	....	....	....
271	St. Mary's Academy a	Notre Dame, Ind	1855	1845	Mother Mary Angela, superioress.	R. C	....	....	161	....	161	....	....	....	....	....	....	....
272	Friends' School	Salem, Ind	.....	.....	Amos Sanders	Friends	....	....	....	....	....	....	....	....	....	....	....	....
273	Spiceland Academy	Spiceland, Ind	1872	1861	Clarkson Davis, A. M.	Friends	4	4	370	205	165	86	44	5	12	4	2	....
274	Stockwell Institute	Stockwell, Ind	1860	1860	John G. Laird	Meth	1	3	220	120	100	200	20	0	75	100	18	12
275	St. Paul's Academy*	Valparaiso, Ind	.....	1862	Rev. M. O'Reilly	R. C	1	5	280	131	149	280	9	15	3	....	1	....
276	Academic department of Vincennes University.*	Vincennes, Ind	1807	1813	L. Prugh, A. M.	Non-sect	2	1	143	65	78	116	27	....	6	....	3	....
277	St. Rose's Boarding and Day School	Vincennes, Ind. (box 303)	.....	1864	Sisters of Providence	R. C	....	6	275	....	275	....	....	....	....	....	....	....
278	Union High School	Westfield, Ind	.....	.....	Absalom Rosenberger	Friends	....	....	223	....	....	....	....	....	....	....	....	....
279	Ackworth Institute*	Ackworth, Iowa	1870	1870	E. W. Beard	Non-sect	2	1	188	88	100	182	6	....	5	4	2	2
280	Albion Seminary	Albion, Iowa	1874	1874	Rev. W. F. Barclay, A. M.	M. E	2	1	108	63	45	92	9	7	3	....	....	2
281	Jones County Academy	Anamosa, Iowa	.....	1871	Mrs. Colonel Springer	Non-sect	....	....	36	....	....	....	....	6	....	....	....	....
282	Birmingham Academy and Boarding School.	Birmingham, Iowa	1879	1864	J. Wesley Wolf	Non-sect	1	2	63	30	33	30	10	....	2	4	2	....
283	First German Evangelical School	Burlington, Iowa	.....	1843	Karl Fr. Grüninger	Evan	1	....	95	50	45	80	....	....	....	....	....	....
284	German Evangelical Zion School	Burlington, Iowa	1864	1864	F. G. Klein	Evan	1	1	100	55	45	80	....	100	....	....	....	....
285	The Gordon School	Burlington, Iowa	0	1875	William G. Gordon	Non-sect	1	2	23	9	14	....	4	13	....	....	....	....
286	Coe Collegiate Institute	Cedar Rapids, Iowa	.....	1875	Rev. R. A. Condit	Presb	2	2	70	30	40	60	10	....	5	7	1	....
287	St. Joseph's Academy of the Sacred Heart.	Cedar Rapids, Iowa	.....	1875	Sister Mary Isidore, superioress.	R. C	....	....	120	....	....	....	....	....	....	....	....	....
288	Evangelical Lutheran Parish School.*	Clayton Centre, Iowa	.....	1862	Rev. F. W. Seifert	Lutheran	1	....	71	34	37	....	....	....	....	....	....	....
289	Friends' Select School	Coal Creek, Iowa	.....	1876	Mary Ward	Friends	....	1	20	....	....	....	....	....	....	....	....	....

289	Friends' Select School	Coal Creek, Iowa		1876	Mary Ward	Friends		1	20														
290	St. Francis' Academy for Young Ladies.	Council Bluffs, Iowa		1872	Sisters of Charity	R. C		10	175		175												
291	Decorah Institute	Decorah, Iowa		1874	J. Breckenridge		3	1	207														
292	Denmark Academy*	Denmark, Iowa	1843	1843	George W. Bingham, A. M	Cong	2	3	147	74	73	48	13	0	13		6						
293	St. Joseph's Academy	Dubuque, Iowa	1869	1868	Sister Josephine, superioress	R. C			120		120												
294	Young Ladies' School	Dubuque, Iowa		1873	Miss Harriet H. Horr	Non-sect	1	3	20		20	11		9									
295	Boardman Seminary*	Durant, Iowa		1877	Charles Robert Stroh	P. E	2	1	46	37	9	18		37			1						
296	Eldora Academy a	Eldora, Iowa		1872	Susan A. Collins	Presb	0	3	67	27	40	33	5	0	2	0	1	0					
297	Danish High School	Elkhorn, Iowa		1878	Rev. H. J. Petersen	Luth	2	1	16			16		16	0	0	2	0					
298	Epworth Seminary	Epworth, Iowa	1856	1857	Rev. J. B. Albrook, A. M	M. E	3	5	151	78	73	40	8	9	8	30	2	1					
299	Academy of Iowa College*	Grinnell, Iowa	1847	1848	Jesse Macy, A. M	Cong	2	2	147	87	60	55	92		29	12	19						
300	Lenox Collegiate Institute	Hopkinton, Iowa	1873	1864	Rev. Samuel Hodge, D. D	Presb	6	2	137	81	56	80	47	10									
301	McLeod's Select School	Humboldt, Iowa		1879	John McLeod	Christian	1	1	61	17	44	61		4	0	0							
302	Iowa City Academy	Iowa City, Iowa		1868	Amos Hiatt, A. M	Non-sect	6	5	306b	182	124	138			50	58	25	9					
303	Preparatory and Normal School	Iowa City, Iowa		1880	A. Hull	Non-sect	3	1	60	40	20	44	6	10	4	3							
304	St. Joseph's Institute*	Iowa City, Iowa	1872	1865	Rev. Father William Emonds	R. C	3	2	200	125	75	150	20	30	50	75	40	20					
305	Jefferson Academy	Jefferson, Iowa		1875	J. S. Dunning		2	2	139	68	71	139	8	10	8		5						
306	Kossuth Normal Academy	Kossuth, Iowa	1867	1858	G. T. Eldridge	Non-sect	1	2	45	17	28	40	5		2	3	3						
307	Friends' Academy	Le Grand, Iowa	0	1872	Morris P. Wright, A. B	Friends	1	2	99	47	52	99			0	0							
308	Lynnville Academy c	Lynnville, Iowa		1876	W. W. Gregg	Friends	1	2	60	31	29	60	2		1								
309	Riverside Institute	Lyons, Iowa	1879	1875	Rev. W. T. Currie, A. M	P. E	2	4	80	51	29	67	9	5	4								
310	Hazel Dell Academy	Newton, Iowa	0	1850	Darius Thomas, A. M	Non-sect	2	1	103	61	42	98	5		5		0	0					
311	Oelwein Seminary*	Oelwein, Iowa	0	1875	Mrs. Mary E. McMillan	U. P	0	1	37	20	17	37											
312	Cedar Valley Seminary	Osage, Iowa	1869	1863	Rev. Alva Bush, LL. D., and David F. Call, M. A.	Baptist	3	1	121	52	69	70	35	16	10	2							
313	Ottumwa Seminary for Young Ladies.*	Ottumwa, Iowa		1873	Mrs. Mary Squire	Non-sect		2	19	8	11	19											
314	Pleasant Plain Academy*	Pleasant Plain, Iowa	1875	1876	Nathan Rosenberger	Friends	1	2	97	45	52		5				1						
315	German Evangelical Lutheran School.	Sherrill's Mount, Iowa	0	1856	Rev. A. Grafelmann	Ev. Luth	1		18	9	0	3											
316	Troy Academy*	Troy, Iowa	1853		H. A. Field		1	1	59	34	25												
317	Tilford Collegiate Academy	Vinton, Iowa	1871	1871	T. Tobin, A. M	Non-sect	3	3	402	250	152	350	43	30	50	30	6	2					
318	Washington Academy	Washington, Iowa	1872	1874	W. P. Johnston	Non-sect	2	2	179	83	96	150	29		19		5						
319	Ainsworth's Grammar and High School.*	West Union, Iowa		1870	G. G. Ainsworth, A. M		1		83	51	32	78	5		3								
320	Wilton Academy	Wilton Junction, Iowa	1880	1880	F. W. Robbins, A. B	Cong	2	2	100	52	48	100	5	12	5	6	0						
321	Atchison Institute*	Atchison, Kans		1870	Mrs. Harriet E. Monroe	Non-sect	4	9	215	(215)													
322	Geneva Academy*	Geneva, Kans	1866	1866	W. H. Robertson	Presb			15	6	9	15	0		0	0	0	0					
323	St. Ann's Academy*	Osage Mission, Kans	1870	1870	Mother Bridget Hayden	R. C		9	65		65		65	6	0	0	0	0					
324	Bellewood Seminary and Kentucky Presbyterian Normal School.	Anchorage, Ky	1876	1860	Mrs. Daniel P. Young	Presb	(13)		100		100												
325	Bracken Academy	Augusta, Ky		1803	Rev. D. Stevenson, D. D	M. E	2	2	60	28	32												
326	Union College	Barbourville, Ky	1880	1880	A. H. Harritt	Non-sect	d2		113	63	50				39	30							
327	Bardstown Male and Female Institute.	Bardstown, Ky	1840	1835	H. J. Greenwell, A. M	Baptist	5	2	90	55	35	45	12	3	10	10	12	3					
328	Nazareth Literary and Benevolent Institution.	Near Bardstown, Ky	1829	1814	Mother Helena	R. C	0	24	160	0	160	160	0	140									
329	Alexander College	Burkesville, Ky	1872	1868	Rev. James P. McMillan	Presb	1	3	60	25	35	40	30	0	3	0	0	0					

*From Report of the Commissioner of Education for 1879.
a These statistics are for the year 1879.
b Includes 60 normal students reported in Table III.
c School suspended; these statistics are for 1879.
d Sex not reported.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
330	Carroll County Academy*	Carrollton, Ky	1860	1860	John T. English, A. M	Non-sect	1	2	100	....	....	....	....	....	....	....	....	....
331	Columbus College*	Columbus, Ky	1877	1877	W. H. Campbell	Non-sect	4	3	121	58	63	....	....	....	....	....	....	....
332	Eminence Male and Female Seminary.*	Eminence, Ky	1862	1860	Miss M. M. Porter	Baptist	1	3	75	25	50	75	10	....	....	....	1	....
333	Kalamont High School	Flemingsburg, Ky	0	1876	Rev. James P Hendrick	Presb	1	2	35	18	17	35	17	0	7	....	2	....
334	Greenwood Female Seminary	Frankfort, Ky	....	1846	Mrs. Mary T. Runyan	Non-sect	1	1	45	12	33	....	....	....	....	....	....	....
335	Kentucky Eclectic Institute	Frankfort, Ky	1871	1871	William Edgar Plumley, A. M	Non-sect	2	3	54	23	31	54	3	5	3	0	1	0
336	St. Aloysius Academy	Frankfort, Ky	0	1870	Sister Vincentia	R. C	....	7	170	75	95	....	....	....	....	....	1	....
337	St. Joseph's Academy	Frankfort, Ky																
338	United Schools of the Abbey of Gethsemani for Boys.	Gethsemane, Ky	1868	1851	Rt. Rev. B. M. Benedict, abbot.	R. C	4	....	41	41	0	20	0	0	0	0	6	0
339	Owen College a	Harrisburg, Ky	1868	1870	Hon. C. W. Threlkeld, sec'y	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
340	Hodgenville Seminary*	Hodgenville, Ky	0	1847	C. W. Matthis and James E. Wight.	Non-sect	3	1	140	90	50	109	25	4	29	20	0	0
341	Christian College	Hustonville, Ky	1860	1860	Hannah Burgin	Christian	1	2	68	30	38	68	....	....	....	....	....	....
342	Calvary Academy	Near Lebanon, Ky	1831	1822		R. C	....	8	44	....	44	....	....	4	....	....	....	....
343	Home School for Girls*	Lebanon, Ky	....	1879	Mrs. M. J. Thompson	Non-sect	....	3	20	....	20	....	....	....	....	....	....	....
344	Sayre Female Institute	Lexington, Ky	1854	1854	H. B. McClellan, A. M	Presb	5	7	171	....	171	165	61	18	....	....	....	....
345	Threlkeld Select School	Lexington, Ky	....	1871	W. L. Threlkeld	Non-sect	3	....	40	40	....	40	30	25	30	10	8	....
346	Loretto Academy*	Loretto, Ky	1839	1834	Mother Dafrosa Smith	R. C	....	12	70	....	70	60	0	7	....	....	0	....
347	German and English Academy	Louisville, Ky	....	1866	William Mueller		2	2	77	40	37	77	....	....	....	....	....	....
348	Hampton Institute	Louisville, Ky	....	1878	Miss L. D. Hampton	Non-sect	2	9	100	0	100	100	50	20	....	....	....	....
349	Holyoke Academy*	Louisville, Ky. (82 West Broadway).	1869	1867	Norman Robinson, A. M	Baptist	4	5	60	....	60	....	14	12	....	....	....	....
350	Home School*	Louisville, Ky	....	1865	Miss Belle S. Peers	P. E	2	9	125	....	125	....	....	38	....	....	....	....
351	Louisville Rugby School	Louisville, Ky	1876	1872	W. N. and A. L. McDonald		4	1	75	75	....	45	57	22	30	15	9	3

352	Preparatory School for Girls	Louisville, Ky. (66 Breckenridge street).		1874	Miss E. D. Powell														
353	High School	Manchester, Ky		1875	S. A. Harris, A. M., PH. D	Non-sect													
354	Marion Academy	Marion, Ky	1867	1867	J. J. Nall	Non-sect	2	2	125	65	60	120	15	7	2	2	0	0	
355	Mayfield Seminary	Mayfield, Ky		1877	C. M. Williams	Non-sect	1	4											
356	Maysville Seminary*	Maysville, Ky	1831	1822	H. R. Blaisdell	Non-sect	2	2	81	34	47	24	70	15	8				
357	Union Academy*	Morganfield, Ky	1832		W. O. Haynes	Non-sect	1	2	65	35	30	41	14		2		1		
358	Henry Male and Female College*	New Castle, Ky	1851	1850	Rev. Robert Ryland, D. D	Non-sect	2	3	113	53	60	113	12				1		
359	Bethel Academy	Nicholasville, Ky	1798	1790	A. N. Gordon	Non-sect	2		27	27		27	20		27	27	4		
360	Browder Institute	Olmstead, Ky	1868	1866	Hanson W. Browder	Non-sect	1	1	51	26	25	51	2	8	4	1	1		
361	Owenton High School*	Owenton, Ky	1873	1874	George C. Crowe	Non-sect	1	2	80	40	40	80	10		3	3	0	0	
362	Bath Seminary	Owingsville, Ky	0	1840	H. Turner, A. M	Christian	2	1	55	30	25	35	15	5	3		2	1	
363	Garth Female College b	Paris, Ky	1875	1875	Charles E. Young	Non-sect	2	4	66	6	60	60	11	8					
364	Princeton College	Princeton, Ky	1858	1859	E. Lee Blanton	Non-sect	2	2	74	35	39	74	15	0	15	5			
365	Madison Female Institute*	Richmond, Ky	1856	1856	B. J. Pinkerton	Christian	1	3	50	10	40	50							
366	Bethlehem Literary Institution	St. John, Hardin County, Ky.			Mother Bertha, superioress	R. C.			50		50								
367	Sharpsburg Male and Female Academy.	Sharpsburg, Ky	1875	1848	Mrs. Fannie B. Talbot	Presb		3	77	31	46								
368	Fairview Male and Female Seminary.*	Simpsonville, Ky	1879	1869	Rev. H. F. Jordan	Baptist	1	2	41	20	21	41	2		2				
369	Spencer Institute*	Taylorsville, Ky	1848	1849	S. C. Humphreys	Non-sect	1	1	60		(60)	47	13	0					
370	Riverside Seminary*	Vanceburg, Ky		1872	Rev. L. B. Piersel	M. E.	2	1	55	30	25	50	5		5				
371	West Liberty Male and Female Seminary.	West Liberty, Ky		1877	W. R. Gibbs	Non-sect	2	3	212	114	98	212	9	9	27	27	5	5	
372	Winchester Male and Female High School.	Winchester, Ky	1877	1872	E. G. Brownlee and A. Fleet	Non-sect	3	2	107	48	59	107	47	25					
373	Collegiate Institute	Baton Rouge, La		1854	W. H. N. Magruder														
374	Millwood Female Institute	Jackson, La	1870	1866	Miss M. B. McCalmont	M. E.		4	42		42								
375	La Têche Seminary	La Têche, La				M. E.	(3)		100										
376	Convent of the Presentation	Markaville, La		1856	Sister Mary Alexis	R. C.		4	52		52	52		40					
377	St. Hyacinth's Academy	Monroe, Ouachita Parish, La.		1865	Sister Mary Seraphina	R. C.	0	4	60	0	60	60	0	13	0	0	0	0	
378	Christian Brothers' College	New Orleans, La. (334 Dryades street).			Brother Oliver, president	R. C.													
379	Commercial and Classical Academy for Boys.	New Orleans, La. (283 St. Charles street).		1865	Robert M. Lusher	Non-sect	2	1	80	80	0	61			4	10			
380	Locquet-Leroy Female Collegiate Institute.	New Orleans, La. (box 1130).		1871	C. W. Moise		3	7	65		65						35		
381	McGrew Institute	New Orleans, La. (271 Harmony street).																	
382	St. Isidore's Institute	New Orleans, La. (third district).		1878	Rev. J. Scherer, C. S. C	R. C.	5		33	33		33	0						
383	Beechwood Academy	Tangipahoa, La		1879	Charles W. Crossley	Non-sect	2		32	23	9	32	4	9	4		7		
384	Somerset Academy	Athens, Me	1846	1846	M. T Newton		1	2	93	42	51	89	4	1	2		1		
385	Gould's Academy	Bethel, Me	1836	1836	D. T. Timberlake, A. B	Cong	2	1	50	30	20	40	10		6	4	4		
386	East Maine Conference Seminary	Bucksport, Me		1851	Rev. George Forsyth, A. M	M. E	3	2	201	103	98								
387	Corinna Union Academy	Corinna, Me	1851	1851	Wyman B. Piper	Non-sect	2	2	120	68	52	83	17	9	15	0	0	1	
388	Greely Institute	Cumberland Centre, Me		1868	David Blin Fuller	Non-sect	2	1	176	125	51	65	34	7	13	8			

* From Report of the Commissioner of Education for 1879.

a No school for this year except the free term of five months.

b These statistics are for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
389	Westbrook Seminary and Female College.*	Deering, Me. (Stevens' Plains P. O.).	1831	1833	James P. Weaten	Univ	4	4	90	50	40	....	....	....	....	....	....	....
390	Abbott Family School for Boys at Little Blue.	Farmington, Me	1870	1844	A. H. Abbott	Non-sect	2	1	25	25	...	15	10	4	10	....	2	....
391	Foxcroft Academy	Foxcroft, Me	1823	1823	Edwin P. Sampson, A. B	Non-sect	2	1	139	71	68	....	....	....	....	....	....	....
392	Freedom Academy	Freedom, Me	1836	1837	A. J. Whitney	Non-sect	1	1	50	30	20	40	5	5	1	0	0	1
393	Hallowell Classical and Scientific Academy.*	Hallowell, Me	1872	1874	Rev. Almon W. Burr, A. M	Cong	2	5	112	52	60	38	22	18	22	2	6	0
394	Hampden Academy	Hampden, Me	1803	1805	Rev. D. H. Sherman, A. M	Non-sect	3	2	103	64	39	73	18	12	13	7	0	....
395	Hartland Academy	Hartland, Me	1832	1857	James Otis Bradbury, chairman board instruction.	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
396	Limington Academy	Limington, Me	1848	1851	W. G. Lord	Non-sect	1	2	125	75	50	125	12	6	4	1	1	2
397	Mattanawcook Academy	Lincoln, Me	1846	1847	E. D. Pratt		1	1	55	30	25	45	5	5	4	6	....	....
398	Litchfield Academy	Litchfield Corners, Me	....	....	F. A. Rogers, M. D	Cong	1	2	a50	....	....	....	....	....	....	....	....	....
399	Lincoln Academy	New Castle, Me	1801	1804	G. M. Thurlow, A. M	Non-sect	1	1	55	....	....	....	....	....	....	....	....	....
400	Eaton Family and Day School	Norridgewock, Me	....	1856	Hamlin F. Eaton, A. M		2	3	115	60	55	87	..	28	0	10	0	4
401	Patten Academy	Patten, Me	1847	1848	H. F. Shaw	Non-sect	1	1	51	19	32	40	6	5	1	0	0	0
402	City of Portland School	Portland, Me	0	1877	Daniel Dana Patten	Non-sect	1	3	35	31	4	19	16	6	12	2	5	2
403	Berwick Academy	South Berwick, Me	1791	1793	Orlando M. Lord, A. B	Non-sect	1	2	150	100	50	80	30	15	3	0	3	0
404	Franklin Family School	Topsham, Me	....	1857	D. L. Smith	Non-sect	2	2	27	17	10	12	4	6	3	1	1	1
405	Oak Grove Seminary	Vassalboro', Me	1857	1857	Edward H. Cook, A. B	Friends	2	2	95	60	35	....	....	8	....	....	....	....
406	F. Knapp's German and English Institute.*	Baltimore, Md. (29, 31, and 33 N. Holliday st.).	1864	1852	F. Knapp		6	3	350	230	120	350	....	....	....	....	6	....
407	Mt. St. Agnes' Academy	Baltimore, Md. (Mt. Washington).	....	....	Sister M. Bonaventure Middleton, directress.	R. C	....	....	52	....	52	....	....	....	....	....	....	....

408	Mt. Vernon Institute	Baltimore, Md. (46 Mt. Vernon place)		1859	Mrs. Mary J. Jones and Mrs. B. Maitland.	P. E	6	7	60		60	60	35	58				
409	Newton Academy	Baltimore, Md. (798 W. Baltimore street).		1840	Thomas Lester		3		25	25		25	5	10			6	
410	Oxford School for Boys	Baltimore, Md. (McMechen street, near Madison avenue).		1873	William C. Hynds, A. M	Non-sect	3		21	21		21	10	5	10	5		
411	Patterson Park Seminary*	Baltimore, Md. (322 East Baltimore street).		1872	Misses French and Randolph			4	25		25	25						
412	Roland Academy	Baltimore, Md. (253 Hoffman street).		1872	Miss Rebecca McConkey	Non-sect	1	7	70		70	70	15	70				
413	St. Francis Academy*	Baltimore, Md			Sisters of Providence	R. C			50		50							
414	St. Joseph's Academy (Calvert Hall).	Baltimore, Md. (79 Saratoga street)		1832	Brother Gustavus	R. C	8		213	213		213	14	115	30	45	15	
415	School for Boys	Baltimore, Md. (Garden street, near Biddle).		1864	George G. Cary, A. M		5		41	41		4	37	27			2	
416	Southern Home School	Baltimore, Md. (197 N. Charles street).		1842	Mrs. and Miss Cary		4	7							0	0		0
417	Zion School of Baltimore	Baltimore, Md. (North Gay street).	1835	1836	Rev. Henry Sheib	Non-sect	7	1	348	209	139	348	0	348			6	
418	Brookeville Academy*	Brookeville, Md	1815	1814	Edward M. Magruder	Non-sect	1		13	13		8	4	1			1	
419	Mount St. Joseph's College	Carroll P. O., Md	1876		Brother Dominic, president	R. C			35	35								
420	Mount de Sales Academy	Near Catonsville, Md			Mother M. Regina Neale, superioress.	R. C			90		90							
421	Overlea Home School for Young Gentlemen.	Catonsville, Md		1861	Rev. Geo. W. Ebeling, PH. D	Lutheran	2		24	24		14	6	4	12	4		
422	Charlotte Hall School	Charlotte Hall, Md	1774	1796	William T. Briscoe	Non-sect	3	0	53	53	0	53	37	18	23	23	10	
423	Holy Trinity School	Churchville, Md		1869	Rev. Edw'd A. Colburn, A. M.	P. E	1	1	24	13	11							
424	College of St. James Grammar School.	College of St. James, Md.	1844	1842	Henry Onderdonk, A. M	P. E	5	1	34	34		34	34	6				
425	West Nottingham Academy	Colora, Md	1812	1812	George K. Bechtel	Non-sect	2	0	41	41	0	21	20		6	0	3	
426	Elkton Academy	Elkton, Md	1812	1812	Thomas L. Graham, A. M	Non sect	2	1	81	40	41	81	16	5	10	6	1	
427	Patapsco Institute	Ellicott City, Md			Miss Sarah N. Randolph													
428	Academy of the Visitation	Frederick, Md			Sisters of the Visitation, B. V. M.	R. C			84		84							
429	St. John's Literary Institute	Frederick, Md		1819	Rev. J. F. Holland	R. C	2		50	50		50	5	1				
430	Glenwood Institute	Glenwood, Md		1865	L. G. Mathews, A. M													
431	Hagerstown Female Seminary and Musical Institute.	Hagerstown, Md	1852	1853	Rev. C. L. Keedy, A. M., M. D	Lutheran	6	10	110		110		15	25				
432	Mt. St. Clement's Preparatory College.	Ilchester, Md		1872	Rev. Joseph Schwarz, C. SS. R.	R. C	10		100	100								
433	New Windsor College	New Windsor, Md	1848	1840	Rev. A. M. Jelly, D. D	Presb	4	6	73	42	31	29	30	14	6		2	7
434	McDonogh School	Owings' Mills, Md	0	1873	William Allan, A. M	Non-sect	3	0	50	50	0	50	0	20	0	0	0	0
435	The Hannah More Academy	Reisterstown, Md	1832	1834	Rev. Arthur J. Rich, A. M., M. D., rector.	P. E	4	4	38		38	38	29	14				
436	St. George's Hall for Boys	Reisterstown, Md	0	1876	James C. Kinear, A. M	P. E	3	0	30	30	0	20	10	10	4	0	3	0
437	St. Mary's Female Seminary	St. Mary's City, Md		1844	Mrs. James R. Thomas	Non-sect		3	20		20	20		12				
438	Rockland School for Girls	Sandy Spring, Md		1878	Henry C. Hallowell, A. M	Non-sect	2	2	31		31	31	8	8			1	
439	Pen Lucy School for Boys	Waverly, Md		1867	Richard M. Johnston	R. C	2		25	25		25	18		12			
440	Punchard Free School	Andover, Mass	1851	1856	William G. Goldsmith, A. M	Non-sect	2	2	72	34	38	72	0	17	2	1	0	0
441	Family School for Young Ladies	Belmont, Mass		1866	Miss Mary C. Pratt	Non-sect	2	4	17		17	17	6	15	1	0		

* From Report of the Commissioner of Education for 1879.

a These statistics are for the year 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
442	Powers Institute	Bernardston, Mass	.....	1858	Lewis McL. Jackson, A. M	Non-sect	1	1	61	36	25	32	20	10	12	....	0	0
443	Howe School	Billerica, Mass	1852	1852	Samuel Tucker	Non-sect	1	1	35	9	26	35	..	10	....	....	..	....
444	Houghton School	Bolton, Mass	...	1849	Harold C. Childs	.....	1	....	35	19	16	....	....	....	....	....	2	....
445	Day and Boarding School for Young Ladies and Children.*	Boston, Mass. (West Chester Park).	.....	.....	Miss Mary W. Mitchell and B. Pickman Mann.	.....	.....	.....	....	....	....	....	....	....	....	....	....	....
446	Institute of Languages*	Boston, Mass. (Hotel Pelham).	.....	1870	Arnold A. F. Züllig	.....	1	1	70	10	60	....	....	70	(2)	....	....	....
447	Newbury Street School*	Boston, Mass. (34 Newbury street).	.....	.....	Miss M. S. Devereux	Non-sect	5	6	45	....	45	40	10	36	....	....	....	....
448	Otis Place School	Boston, Mass. (5 Otis place).	.....	1872	Mrs. Clara Barnes Martin	.....	4	4	45	....	45	....	15	45	....	....	....	....
449	Miss Putnam's English and Classical Family and Day School.*	Boston, Mass. (68 Marlboro' street).	.....	1866	Miss M. L. Putnam	P. E	1	8	36	....	36	36	36	36	....	....	....	....
450	Mrs. S. H. Hayes' Home and Day School.*	Boston, Mass. (68 Chester square).	.....	1872	Mrs. S. H. Hayes	Cong	3	7	40	....	40	40	15	20	....	....	....	....
451	St. Margaret's School	Boston, Mass. (5 Chestnut street).	0	1875	Sister Ruth Margaret	P. E	1	10	65	2	63	54	11	65	0	0	0	0
452	Union Park School for Young Ladies.	Boston, Mass. (18 Concord square).	.....	1856	Henry Williams	Unit	2	5	43	0	43	43	7	40	1	....	1	....
453	Thayer Academy	Braintree, Mass	1879	1877	J. B. Sewall, A. M	Non-sect	5	1	62	20	42	50	12	50	12	0	1	0
454	Hitchcock Free High School	Brimfield, Mass	1855	1855	Charles H. Cooper, A. M	.....	2	2	110	60	50	94	16	15	10	....	2	....
455	Deerfield Academy and Dickinson High School.	Deerfield, Mass	1876	1878	Joseph Y. Bergen, jr., A. M	Non-sect	1	2	77	41	36	51	26	48	5	6	0	0
456	Nichols Academy*	Dudley, Mass	1822	1821	Edmund P. Barker	Non-sect	1	1	72	50	22	50	10	12	5	..	....	....
457	Partridge Academy	Duxbury, Mass	1829	1845	Rev. Edward B. Magiathlin	Non-sect	1	1	50	20	30	50	0	20	0	0	0	0
458	Home School for Young Ladies'*	Everett, Mass	.....	1874	Mrs. A. P. Potter	Baptist	1	4	25	....	25	10	15	15	0	0	0	0

458	Home School for Young Ladies*a	Everett, Mass	.....	1874	Mrs. A. P. Potter	Baptist	1	4	25	....	25	10	15	15	0	0	0	0
459	Lawrence Academy	Falmouth, Mass	1833	1834	Lucian Hunt, A. M	Non-sect	1	1	24	10	14	22	6	3	3	0	1	....
460	Dean Academy	Franklin, Mass	1865	1866	L. L. Burrington, A. M	Univ	3	5	80	42	38	71	9	13	5	1	0	0
461	Sedgwick Institute*	Great Barrington, Mass	.....	1855	Rev. H. J. Van Lennep, D. D., and E. J. Van Lennep.	Cong	2	3	27	27	....	....	....	....	5	3	....	....
462	Prospect Hill School*b	Greenfield, Mass	.....	1869	Rev. J. F. Moore	Unit	....	....	....	....	....	....	....	....	....	....	....	....
463	"The Elms"	Hadley, Mass	.....	1866	Misses Porter and Champney.	Cong. & P. E.	2	3	12	....	12	....	....	....	....	....	....	....
464	Hanover Academy	Hanover, Mass	1802	1812	J. G. Knight	Non-sect	1	....	50	20	30	40	7	3	....	3	....	....
465	Derby Academy	Hingham, Mass	1797	1783	James E. Thomas, A. B	Non sect	1	2	58	28	30	....	58	....	2	0	0	0
466	Leicester Academy*c	Leicester, Mass	1784	1784	Rev. Samuel May (ex. com.)	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
467	St. Patrick's Female Academy*	Lowell, Mass	.....	1852	Sister Agnes Aloysia	R. C	....	10	125	....	125	125	32	75	....	....	....	....
468	Tabor Academy	Marion, Mass	.....	.....	C. P. Howland	....	....	....	....	....	....	....	....	....	....	....	....	....
469	Barstow School	Mattapoisett, Mass	.....	1870	Miss Annie H. Delano	Non-sect	....	1	37	17	20	....	....	....	3	....	....	....
470	Eaton Family School	Middleborough, Mass	.....	1854	Amos H. Eaton	Non-sect	1	2	30	25	5	....	....	....	1	2	....	....
471	Admiral Sir Isaac Coffin's Lancasterian School.	Nantucket, Mass	1827	1827	E. B. Fox	Non-sect	1	3	84	41	43	60	24	20	0	0	0	0
472	Friends' Academy*	New Bedford, Mass	1708	.....	Andrew Ingraham	Friends	2	1	29	15	14	....	....	....	7	....	7	....
473	Consolidated High and Putnam Schools.	Newburyport, Mass	1838	(1764 (1843 (1848	Amos H. Thompson	....	3	4	229	109	120	109	60	45	6	2	1	....
474	South Berkshire Institute	New Marlboro', Mass	1855	1856	Simeon Taylor Frost, A. M	Cong	3	4	85	47	38	33	21	17	5	2	1	0
475	New Salem Academy*	New Salem, Mass	.....	.....	William H. Smiley, A. B	Non-sect	1	....	....	....	....	5	9	5	....	3	....	....
476	Northfield Seminary	Northfield, Mass	.....	1879	Harriette W. Tuttle	Non-sect	0	5	110	0	110	95	15	....	....	....	....	....
477	Sawin Academy	Sherborn, Mass	1871	1874	Edward A. H. Allen, C. E	Non-sect	1	2	35	17	18	35	23	8	....	1	0	0
478	Dummer Academy*	South Byfield, Mass	1782	1763	Rev. Ebenezer G. Parsons, M. A.	Non-sect	1	1	32	22	10	19	3	4	3	0	0	0
479	Family and Day School for Young Ladies.	Springfield, Mass	.....	.....	Miss Catharine L. Howard	Unit	1	6	50	....	50	....	....	....	....	....	....	....
480	Hillside Home	Stockbridge, Mass	.....	1875	Miss Adele Brewer	Cong	1	3	23	2	21	23	3	3	....	....	....	....
481	Waltham New Church School	Waltham, Mass	.....	1860	Benjamin Worcester	N. Jer. C	d2	d7	d64	d33	d31	....	....	....	....	....	....	....
482	Wesleyan Academy	Wilbraham, Mass	1824	1825	Rev. George M. Steele, D. D., LL. D.	M. E	7	4	291	196	95	170	40	80	40	3	7	....
483	English and Classical School	Williamstown, Mass	.....	1877	Rev. N. H. Egleston	Cong	2	1	8	8	....	....	....	....	3	....	2	....
484	Highland Military Academy	Worcester, Mass	.....	1856	C. B. Metcalf, A. M	Non-sect	6	....	50	50	....	44	6	4	....	....	....	2
485	School of Modern Languages	Worcester, Mass	.....	1875	Mrs. Minna V. Fitch	Non-sect	0	3	61	23	38	9	....	52	....	....	....	....
486	Miss Williams' School	Worcester, Mass	.....	1873	Miss Ava Williams	Non-sect	3	4	30	....	30	30	10	28	....	....	2	....
487	Raisin Valley Seminary*	Adrian, Mich	.....	1851	Erastus Test, M. D	Friends	2	1	99	60	39	88	11	18	1	2	....	....
488	Detroit College	Detroit, Mich	.....	1877	Rev. J. G. Walshe, S. J., president.	R. C	8	0	140	0	45	80	35	30	16	40	....	....
489	Detroit Female Seminary*	Detroit, Mich	.....	1859	Marcus H. Martin, A. M	Non-sect	6	13	200	....	200	175	15	35	6	....	0	....
490	German-American Seminary	Detroit, Mich. (Lafayette street).	1851	1851	W. N. Hailmann	Non-sect	3	4	185	96	89	....	....	....	....	....	....	....
491	The Misses Bacon's School	Grand Rapids, Mich. (28 Lafayette street).	.....	1874	Misses Bacon	Non-sect	2	3	60	....	60	60	8	12	....	....	....	....
492	St. Joseph's Academy*	Marquette, Mich	0	1869	Sister Mary De. Pazzi	R. C	....	8	220	70	150	220	....	....	....	....	....	....
493	St. Mary's Academy	Monroe, Mich	.....	1845	Sister M. Justina	R. C	....	....	59	....	59	....	....	....	....	....	....	....
494	Somerville School	St. Claire, Mich	1880	1879	Mrs. Caroline F. Ballentine	Non-sect	1	8	40	....	40	16	2	22	2	....	....	....

*From Report of Commissioner of Education for 1879. *a* Since the date of these statistics, a department preparatory to college has been organized in this school. See Table VII.
b Suspended in 1879–'80 and reopened in September, 1880. *c* Temporarily suspended. *d* These statistics are for the year 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
495	St. Croix Valley Academy	Afton, Minn	0	1868	Benjamin F. Stanley	Non-sect	2	3	75	40	35	38	5	....	5	19	....	....
496	Bethlehem Academy and Parish School.	Faribault, Minn	....	1865	Sister M. Gertrude	R. C	....	7	300	130	170	300	....	....	10	15	2	6
497	Shattuck School	Faribault, Minn	1860	1865	Rev. James Dobbin, A. M., B. D.	P. E	8	1	123	123	....	78	45	21	8	3	6	1
498	Grove Lake Academy	Grove Lake, Minn	....	1876	D. J. Cogan	Non-sect	3	....	47	47	....	47	8	....	4	6	0	4
499	St. Boniface Academy	Hastings, Minn	....	1871	Sister M. Gertrude	R. C	....	4	60	....	60	....	....	....	....	....	....	....
500	High Forest Methodist Episcopal Seminary.	High Forest, Minn	....	....	Rev. L. Hall, A. M	M. E	a3	....	48	....	....	....	....	....	....	....	....	....
501	Convent of the Blessed Sacrament	Hokah, Minn	1850	....	Sister M. C. Borromea	R. C	....	4	30	....	30	....	....	....	....	....	....	....
502	School of the Holy Apostles	Mankato, Minn	....	1873	Rev. Peter Schnitzler	R. C	3	6	375	175	200	375	12	....	12	....	28	....
503	Minneapolis Academy	Minneapolis, Minn	....	1879	Charles Davidson, A. M	....	(3)	....	80	(80)	....	....	....	....	....	....	....	....
504	St. Olaf's School	Northfield, Minn	1874	1875	Thorbjorn Nilson Mohn	Lutheran	3	1	92	68	24	83	9	27	9	....	....	....
505	Minnesota Academy	Owatonna, Minn	....	1877	Samuel H. Baker, A. M	Baptist	2	3	210	97	113	110	32	40	4	28	2	....
506	Hague's College and Seminary	Red Wing, Minn	....	....	J. Eistunsen	....	5	....	70	70	....	....	....	....	....	....	....	....
507	Rochester English and Classical School.	Rochester, Minn	0	1876	Sanford Niles	Non-sect	3	2	167	107	60	167	20	10	....	....	4	....
508	St. Joseph's Academy	St. Paul, Minn	1867	1850	....	R. C	....	....	118	....	118	....	....	....	....	....	....	....
509	St. Paul Home School*	St. Paul, Minn. (36 Iglehart street).	....	1856	Mrs. M. W. Brown	P. E	5	9	71	32	39	60	11	71	11	....	2	4
510	Gustavus Adolphus College	St. Peter, Minn	1874	1876	Rev. J. P. Nyquist	Ev. Luth	3	....	98	88	10	....	8	60	8	0	2	1
511	Wesleyan Methodist Seminary	Wasioja, Minn	1873	1873	E. G. Paine, A. M	Wes. Me	2	2	77	48	29	51	22	4	6	10	2	0
512	Methodist District High School	Black Hawk, Miss	1873	....	E. W. Turrant, A. M	M. E. So	2	3	128	57	71	79	22	7	12	....	4	....
513	Booneville Institute b	Booneville, Miss	....	....	W. R. Davenport	....	2	1	62	26	36	62	5	....	3	1	2	....
514	Brandon Female College*	Brandon, Miss	1845	1840	Miss F. A. Johnson	Non-sect	....	3	80	20	60	15	10	4	1	....	....	....
515	Brookhaven Male Academy*	Brookhaven, Miss	....	1879	Gradnigo J. Young	....	1	....	50	40	10	25	10	....	....	....	....	....
516	Waverly Institute	Byhalia, Miss	1880	1880	A. M. Moore	Non-sect	1	4	160	60	100	160	20	3	....	....	....	....

516	Waverly Institute	Byhalia, Miss	1880	1880	A. M. Moore	Non-sect	1	4	160	60	100	160	20	8	....	....	....	....
517	Carrollton Female College	Carrollton, Miss	1880	1852	T. C. Beisher	Non-sect	1	3	60	0	60	50	2	8	....	....	....	....
518	Mt. Hermon Female Seminary*	Clinton, Miss	1873	1875	Sarah A. Dickey	Non sect	....	3	c155	c73	c82	....	....	....	....	....	....	....
519	Corinth Female College*	Corinth, Miss	1876	1875	M. C. Connelly	Presb	....	3	60	....	60	60	....	....	....	....	....	....
520	Holly Springs Normal Institute	Holly Springs, Miss	1837	1840	T. C. Anderson	....	2	5	239	133	106	214	25	13	....	....	1	....
521	Iuka Female Institute	Iuka, Miss	....	1866	Rev. W. H. Armstrong	Meth	1	2	85	25	60	....	....	....	....	....	....	....
522	Kosciusko Male and Female Institute.*	Kosciusko, Miss	1877	1874	T. A. S. Adams	M. E. So	1	3	64	28	36	39	25	4	15	15	7	....
523	McComb City Academy	McComb City, Miss	....	1872	Miss E. Hamerton	Non-sect	0	3	121	51	70	121	....	....	....	....	....	....
524	Natches Seminary	Natches, Miss	....	1877	Rev. Charles Ayer	Baptist	3	3	112	60	52	100	12	....	....	....	....	....
525	Oakland Male and Female College	Oakland, Miss	....	1880	A. H. Drake, president	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
526	Okolona Female Institute	Okolona, Miss	1856	1850	J. G. Deupree	Non-sect	2	4	132	....	132	132	27	9	....	....	....	....
527	Okolona Male Academy*	Okolona, Miss	1872	1870	G. W. Turner	Non-sect	3	....	112	112	0	112	19	0	15	27	3	2
528	Pontotoc Male Academy*	Pontotoc, Miss	....	....	F. C. Austin	Non-sect	2	....	57	57	....	42	15	....	10	3	1	....
529	Sardis Institute	Sardis, Miss	....	....	Mrs. M. A. Thompson	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
530	Sardis Male Institute	Sardis, Miss	0	....	J. A. Rainwater	Non-sect	1	1	80	80	....	60	20	11	20	11	5	3
531	Starkville Female Institute	Starkville, Miss	1872	1869	T. G. Sellers, A. M	Baptist	1	7	159	19	140	120	35	10	....	....	....	....
532	Zion Hill High School	Union Church P. O., Miss.	....	....	J. E. Blankenship	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
533	Vaiden Male and Female Institute	Vaiden, Miss	....	1864	J. E. Hopkins, A. M	Non-sect	1	1	85	50	35	60	25	10	0	0	0	0
534	North Mississippi Male and Female College.*	Verona, Miss	1870	1870	T. L. Carothers, president	Non-sect	2	3	142	78	64	142	12	4	130	130	1	....
535	Walthall Male and Female High School.	Walthall, Miss	0	1877	S. L. Cooke, A. M	Non-sect	1	2	174	84	90	43	18	24	18	24	2	1
536	Jefferson College*	Washington, Miss	1802	1811	Joseph S. Raymond	Non-sect	2	....	65	65	0	45	20	0	20	....	0	0
537	Winona Female College	Winona, Miss	....	....	Milton E. Bacon	....	....	....	....	....	....	....	....	....	....	....	....	....
538	Arcadia College and Academy of the Ursuline Sisters.*	Arcadia, Mo	....	1877	Mother Mary J. Rose	R. C	....	4	40	....	40	40	....	....	25	....	....	....
539	Watson Seminary	Ashley, Mo	1847	1855	Joseph C. Watkins	Non-sect	2	....	67	36	31	51	16	....	....	....	....	....
540	Avalon Academy	Avalon, Mo	1809	1873	Rev. C. J. Kephart, A. M	U. B	2	1	85	54	31	63	10	....	7	9	6	....
541	The Kemper Family School	Boonville, Mo	....	1844	F. T. Kemper, A. M. d	Non-sect	4	2	48	46	2	18	18	10	....	....	....	....
542	Butler Academy	Butler, Mo	....	1874	James M. Naylor, A. M	Presb	2	....	105	43	62	75	20	18	2	2	....	....
543	Bellevue Collegiate Institute	Caledonia, Mo	1867	1867	W. D. Vandiver, PH. B., president.	M. E. So	2	3	....	....	....	....	....	....	....	....	....	....
544	Grand River College	Edinburg, Mo	....	1859	Thomas H. Storts, A. M	Baptist	2	2	75	45	30	75	30	20	30	20	....	....
545	Carleton Institute*	Farmington, Mo	1859	1854	Miss Eliza A. Carleton, A. M., president.	M. E	2	3	100	55	45	....	....	....	7	....	....	....
546	Kirkwood Seminary	Kirkwood, Mo	1868	1861	Miss Anna C. Sneed	....	2	7	90	15	75	90	24	12	....	....	....	....
547	Louisiana College	Louisiana, Mo	1866	....	A. Slaughter	Baptist	(9)	....	114	48	66	35	35	....	....	....	....	....
548	Marionville Collegiate Institute*	Marionville, Mo	1872	1872	Rev. Jasper A. Smith, A. M	M. E	2	2	100	58	42	100	33	....	....	....	....	....
549	Morrisville Male and Female Collegiate Institute.	Morrisville, Mo	1876	1872	Rev. W. C. Godbey	M. E. So	3	2	112	69	43	96	16	6	....	....	....	....
550	Oak Ridge High School*	Oak Ridge, Mo	1877	1874	W. F. Carrington	....	2	2	128	70	58	128	....	....	....	8	....	8
551	St. Paul's College*	Palmyra, Mo	1852	1848	Rev. J. A. Wainwright, A. M., M. D., president.	P. E	4	3	64	39	25	50	10	16	20	2	....	....
552	Park College	Parkville, Mo	1878	1875	Rev. John A. McAfee, A. M	Presb	3	2	150	93	57	50	100	....	....	....	....	....
553	Pilot Grove Collegiate Institute	Pilot Grove, Mo	....	1878	Charles N. Johnson, A. B., M. S., B. E.	Non-sect	3	3	110	50	60	40	60	10	....	....	....	....
554	St. Charles College	St. Charles, Mo	1838	1837	B. S. Newland, A. M., pres't	M. E. So	2	3	50	24	26	35	3	12	3	8	....	....
555	Young Ladies' Institute	St. Joseph, Mo	....	1869	Rev. Charles Martin, M. D	Non-sect	2	8	105	....	105	105	10	28	....	....	....	....

*From Report of the Commissioner of Education for 1879.

a Sex not reported.

b These statistics are for year 1879.

c These are in the public school department.

d Since deceased.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
556	Mrs. Cuthbert's Seminary for Young Ladies.	St. Louis, Mo. (cor. 16th and Pine streets).	.....	1865	Mrs. Eugenia Cuthbert	Non-sect	2	5	150	....	150	....	40	60	....	....	....	....
557	German Institute*	St. Louis, Mo. (215 South Third street).	1857	1856	John Eyser	.....	4	....	80	80	....	80	20	50	....	....	....	....
558	St. Patrick's Academy	St. Louis, Mo	.....	1868	Brother Helemian, director	R. C	....	....	200	200	....	....	....	....	....	....	....	....
559	School of the Good Shepherd	St. Louis, Mo. (2029 Park avenue).	1867	1874	Sister Catharine	P. E	2	11	79	7	72	....	....	....	....	....	....	....
560	Salem Academy	Salem, Mo	0	1872	William H. Lynch, A. M	.....	4	5	484	240	244	484	15	10	0	60	....	....
561	Weaubleau Christian Institute	Weaubleau City (Hickory County), Mo.	1869	1873	Rev. Emerson Barber	Christ'n	3	1	100	57	43	97	1	2	....	....	....	....
562	Nebraska Baptist Seminary	Gibbon, Nebr	.....	1880	George W. Read	Baptist	2	2	90	49	41	74	16	....	16	....	....	....
563	Pawnee City Academy	Pawnee City, Nebr	.....	1877	A. K. Gowdy	.....	....	....	....	....	....	....	....	....	....	....	....	....
564	Nebraska Conference Seminary	York, Nebr	.....	1880	Rev. E. Thomson, president	Meth	6	3	95	(95)		....	....	....	....	....	....	....
565	Atkinson Academy	Atkinson, N. H	1791	1789	B. H. Weston	Non-sect	1	1	42	21	21	23	17	2	2	3	....	....
566	Chester Academy	Chester, N. H	1853	1853	Charles A. Wilcourt, chairman executive committee.	Non-sect	1	1	41	20	21	33	8	....	3	....	0	....
567	Stevens High School*	Claremont, N. H	0	1868	Arthur J. Swain, A. M	Non-sect	1	2	111	47	64	71	40	16	8	1	2	0
568	Gay's English and Classical School	Concord, N. H	.....	1878	George E. Gay	Non-sect	1	2	32	30	2	27	5	....	4	....	....	....
569	Contoocook Academy	Contoocook, N. H.	1856	1856	Miss Lillie M. Whitney	Swedenb	....	....	....	....	....	....	....	....	....	....	....	....
570	Pinkerton Academy	Derry, N. H	1814	1815	Edmund R. Angell	Non-sect	1	1	51	22	29	36	15	6	3	0	0	0
571	Franklin Academy	Dover, N. H	1818	1818	John Scales, A. M	.....	1	1	55	30	25	....	20	....	....	....	....	....
572	Francestown Academy	Francestown, N. H	1819	1800	Hervey S. Cowell, A. M	Non-sect	3	3	132	75	57	98	18	16	9	1	0	0
573	Gilmanton Academy*	Gilmanton, N. H	1794	1797	F. M. McCutchins, A. B	Cong	1	2	34	17	17	18	14	2	11	0	2	0
574	Brackett Academy	Greenland, N. H	1823	1824	Miss S. C. Merrill	Non-sect	0	4	55	30	25	55	20	22	5	0	0	1
575	Hillsborough Bridge Union School and Valley Academy.*	Hillsborough Bridge, N. H.	.....	1876	Frank P. Newman	.....	2	1	60	32	28	54	6	....	....	....	....	10
576	Kingston Academy*	Kingston, N. H	.....	1825	E. W. Whitney	Non-sect	1	1	42	25	17	39	3	4	....	....	....	....

576	Kingston Academy*	Kingston, N. H		1825	F. W. Whitney	Non-sect	1	1	46	25	21	30	7	4				
577	Lancaster Academy	Lancaster, N. H	1828	1828	Thomas Macomber, A. M.	Non-sect	1	1	75	40	35	65	10	0				
578	Academy of the Sisters of Mercy	Manchester, N. H			Mother M. Frances Xavier Warde, superioress.	R. C												
579	Milton Classical Institute*	Milton, N. H	1866		Miss C. Augusta Clement	Non-sect	0	2	48	19	29	36	12		0	0	0	0
580	New Hampton Literary Institution and Commercial College.	New Hampton, N. H	1853	1853	Rev. A. B. Meservey, A. M., PH. D.	F. W. B	5	2	300	200	100	150	50	5	20		5	2
581	North Conway Academy	North Conway, N. H	1823	1823	Rev. S. G. Norcross	Cong	1	1	91	47	44	68	17	7	3		1	3
582	Northwood Seminary*	Northwood Ridge, N. H	1867	1867	J. H. Hutchins, A. M.	Fr. Bap	1	1	33	14	19	15	18		7			
583	Pembroke Academy	Pembroke, N. H	1818	1819	Isaac Walker, A. M.	Cong	1	1	70	35	35		9	8	9	0	0	0
584	Pittsfield Academy*	Pittsfield, N. H	1830	1830	Daniel K. Foster	Cong	1	1	55	30	25	50	30	10	3	5	1	2
585	Miss Morgan's English, French, and German School for Young Ladies.	Portsmouth, N. H		1874	Miss A. C. Morgan	Non-sect	2	4	38		38	38	6	38				
586	Smith's Academy and Commercial College.	Portsmouth, N. H		1873	Lewis E. Smith		2	1	62	55	7		22	9				
587	McGaw Normal Institute	Reed's Ferry, N. H	1848	1849	Elliot Whipple, A. M	Non-sect	2	1	38	28	10	22	9	3	3	1	1	1
588	New Hampshire Conference Seminary and Female College.	Tilton, N. H	1852	1845	Rev. Silas E. Quimby, A. M.	M. E.	6	4	170	78	92	109	41	20	27	3	3	
589	Simonds' Free High School*	Warner, N. H	1871	1871	William Goldthwaite, A. M		1	2	49	23	26	40	9	5	3			
590	Tubbs' Union Academy	Washington, N. H	1848	1848	O. H Hill	Non-sect	1		22	12	10	22	2					
591	Kearsarge School of Practice*	Wilmot, N. H	0	1876	Herbert B. Dow	Non-sect	a3	1	a31	a19	a12	a31			0	0	0	0
592	Wykeham Institute	Bergen Point, N. J		1867	Mrs. W. Townsend Ford													
593	Blair Presbyterial Academy	Blairstown, N. J		1848	Henry D. Gregory, A. M., PH. D.	Presb	3	3	65	30	29	50	10	5	17	10	3	6
594	South Jersey Institute	Bridgeton, N. J	1868	1870	Henry K. Trask, A. M	Bap	5	5	150	100	50	85	65	37	31	7	7	3
595	Brainerd Institute	Cranbury, N. J	1865	1865	Rev. Jos. S. Van Dyke	Presb	2	1	45	20	25	45			5		2	
596	The Elizabeth Institute*	Elizabeth, N. J. (521 N. Broad street).		1861	Miss N. C. Read	Presb	2	5	45	10	35	45	5	7				
597	Misses Hayward's English and French School for Young Ladies.	Elizabeth, N. J		1869	Misses Julia L. and Amy Hayward.	P. E		5	30		30	30	5	27				
598	Jefferson Park Academy	Elizabeth, N. J. (315-323 Jefferson avenue).	1872	1872	James H. Lansley, PH. D	Non-sect	2	2	100	70	30		23					
599	English and Classical School*	Flemington, N. J	0	1870	Isaiah N. Leigh	Presb	1	1	50	30	20	45	5	0	3	0	0	0
600	Freehold Institute	Freehold, N. J	0	1844	Rev. A. G. Chambers	Presb	5	0	75	75	0	40	35		25	10	5	2
601	Hackensack Academy*	Hackensack, N. J		1870	S. D. Brooks		1	2	49	23	26							
602	Centenary Collegiate Institute	Hackettstown, N. J	1869	1874	Rev. George H. Whitney, D. D., president.	M. E	6	4	186	126	60	59	90	52	70	15	10	
603	St. Agnes' Hall	Haddonfield, N. J			Rev. T. Maxwell Reilly, B.D., rector.		3	2										
604	St. John's Academy	Haddonfield, N. J			Rev. William M. Reilly, B.D., rector.		4											
605	The Home Seminary	Hightstown, N. J	0	1864	Rev. William M. Wells, A. M.	Presb	1	3	43	13	30	35	8	0	0	0	0	0
606	Academy of the Sacred Heart*	Hoboken, N. J			Sister Clara Agnes	R. C			75		75							
607	German-American School	Hoboken, N. J. (148 Park avenue).		1871	John A. von Duisburg	Non-sect	1	1	65	40	25	55		65				
608	German-American School in the Martha Institute.*	Hoboken, N. J. (cor. 6th street and Park ave.).		1867	Rev. Leopold Mohn	Ref'm'd	4	3	130	85	45		12	36	8	3	2	1

* From Report of the Commissioner of Education for 1879.

a Number during winter term.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
609	German, English, and French Academy.	Hoboken, N. J. (272 Bloomfield street).	1873	1868	Frederick H. W. Schlesier	Lutheran	3	3	80	57	23	80	....	80	....	....	....	....
610	Hoboken Academy	Hoboken, N. J	1860	1861	Jos. Schrenk	.....	11	3	350	220	130	350	....	350	....	9	....	....
611	Young Ladies' Institute	Hoboken, N. J. (852 Bloomfield street).	.....	1868	Miss Mathilde Schmidt	.....	4	6	160	....	160	....	....	....	....	....	....	....
612	Hopewell Seminary*	Hopewell, N. J	0	1866	Miss Elizabeth H. Boggs	Non-sect	1	4	36	6	30	35	0	4	1	1	0	0
613	Hasbrouck Institute	Jersey City, N. J. (109 Grand street).	.....	1856	Charles C. Stimets	Non-sect	8	2	230	180	50	120	75	50	50	20	10	4
614	St. Aloysius Academy*	Jersey City, N. J	.....	.....	Sister M. Zita	R. C	.....	.....	105	.....	.....	.....	.....	.....	.....	.....	.....	.....
615	St. Peter's College	Jersey City, N. J	.....	.....	Rev. John McQuaid, S. J., president.	R. C	13	....	125	125	.....	.....	.....	.....	.....	.....	.....	.....
616	Classical and Commercial High School.	Lawrenceville, N. J	.....	1810	Rev. Samuel M. Hamill, D. D.	Presb	5	....	40	40	....	26	24	....	12	8	8	....
617	Lawrenceville Young Ladies' Seminary.	Lawrenceville, N. J	.....	1835	Rev. R. Hamill Davis, PH. D	Presb	1	2	25	....	25	25	3	1	....	....	....	....
618	St. Elizabeth's Academy	Near Madison (Convent Station), N. J.	.....	.....	Mother M. Xavier, superior	R. C	.....	.....	110	....	110	.....	.....	.....	.....	.....	.....	.....
619	Glenwood Institute	Matawan, N. J	1855	1855	Charles Jacobus, A. M	Non-sect	2	2	92	42	50	.....	.....	.....	4	....	2	....
620	Moorestown Academy*	Moorestown, N. J	.....	1878	Edward Forsythe	Friends	1	2	70	33	37	55	15	....	3	1	1	....
621	English and French Boarding and Day School.*	Morristown, N. J	.....	1860	Miss E. Elizabeth Dana	Non-sect	2	8	60	....	60	60	25	35	.....	.....	.....	.....
622	Miss Longwell's Seminary*	Morristown, N. J	.....	1865	Miss Susan A. Longwell	Non-sect	1	8	40	....	40	.....	.....	.....	.....	.....	.....	.....
623	Morris Academy	Morristown, N. J	.....	1878	Wayland Spaulding	.....	2	....	23	23	.....	.....	.....	.....	3	.....	.....	....
624	Morris Classical Institute	Morristown, N. J	0	1879	Sidney H. Moore	Non-sect	1	....	7	7	.....	3	4	1	1	2	....	....
625	Mt. Holly Academy*	Mt. Holly, N. J	0	1875	John M. Pfouts, M. A	Non-sect	1	1	45	45	.....	.....	9	8	.....	.....	2	....

626	Beacon Street German-American School.	Newark, N. J. (10 Beacon street).																
627	First German and English Presbyterian School.	Newark, N. J. (35 Morton street)	1860	1860	Rev. John U. Guenther	Presb	3	4	270	200	120	200	80	270	10	12	8	4
628	German-American Elementary and High Grammar School.	Newark, N. J. (19 Green street).	1856	1856	H. von der Heide	Non-sect	3	7	300	180	120	300		300				
629	Mrs. Park's Seminary for Young Ladies.	New Brunswick, N. J. (13 Livingston avenue).		1872	Mrs. Martha S. Parks	Non-sect	3	4	40		40	40	10	38				
630	Newton Collegiate Institute	Newton, N. J	1850	1848	S. S. Stevens, A. M	Non-sect	2	3	55	40	15	30	25	2	3	2	2	
631	Passaic Classical School a	Passaic, N. J		1871	Charles W. Stickle, A. M	P. E	1	1	22	19	3	17	5		2		1	
632	Passaic Falls Institute	Paterson, N. J. (corner Market and Church sts.).		1866	Rev. J. C. Wyckoff	Non-sect	2	7	45	11	34	45	16	2	2			
633	Paterson Seminary	Paterson, N. J. (cor. Van Houton and Auburn streets).		1863	A. B. Wiggin, A. M													
634	Pennington Institute	Pennington, N. J	0	1844	Rev. A. P. Lasher	Non-sect	2	1	23	15	8	23						
635	North Plainfield Seminary*	Plainfield, N. J		1876	Miss M. Helen Burrows	Non-sect	1	5	25		25	25	3	20	3			
636	Seminary at Ringoes	Ringoes, N. J		1870	Mrs. K. B. Larison		2	2	40	13	27	35	3	2				1
637	Collegiate Institute	Salem, N. J	0	1867	H. Page Davidson, A. M	Non-sect	1	4	648	b26	b22	37	11	4	3	0	0	0
638	Union Academy	Shiloh, N. J	1849	1849	Anna S. Davis			1	29	15	14	29						
639	The Hights Academy	Short Hills, N. J		1880	Rev. Julius D. Rose, A. M., M. D., PH. D.	P. E	2	3	25	15	10	25	15	11	4	2		
640	Miss Sarah B. Mathews's School*	Summit, N. J		1878	Miss Sarah B Mathews	Non-sect	0	4	25	9	16							
641	Trenton Academy	Trenton, N. J	1785	1782	J. W. Fairley	Non-sect	2		20	20		20	6		5	1		
642	Hungerford Collegiate Institute	Adams, N. Y		1864	Albert B. Watkins, A. M., PH. D.	Non-sect	5	5	157	83	74	63	18	13	18	3	2	
643	Albany Academy	Albany, N. Y	1813	1815	Merrill Edwards Gates, A. M., PH. D.	Non-sect	11	4	303	303		100	140	60	50	25	6	
644	Albany Female Academy	Albany, N. Y	1821	1814	Lucy A. Plympton	Non-sect	3	12	154	c8	146	154	38	154				
645	Christian Brothers' Academy	Albany, N. Y	1870	1863	Rev. Brother Leontine	R. C	7		133	133		133	54	54	17	15	9	5
646	St. Mary's School for Girls	Albany, N. Y			Sisters of Charity	R. C			64		64							
647	Albion Union School	Albion, N. Y	1876	1876	Freeman A. Greene, A. M		2	3	143	62	81	74	41	28	21	14	9	0
648	Amenia Seminary	Amenia, N. Y	1834	1835	E. C. Allen, A. M	Baptist	2	3	114	61	53	82	23	15	5	0		
649	Amsterdam Academy	Amsterdam, N. Y	1839	1839	George H. Taylor	Non-sect	3	3	95	43	52	40	55	18	23	8	2	4
650	Argyle Academy	Argyle, N. Y	1841	1841	Hiram W. Hunt, A. M	Non-sect	1	2	50	20	30	40	12	10	6		3	
651	Cayuga Lake Academy	Aurora, N. Y	1801	1798	Charles H. Ray	Presb	3	2	45	25	20	20	25	18	18	0	2	0
652	Bedford Academy	Bedford, N. Y	1809	1809	James F. Williams, jr	Non-sect	1	1	35	21	14	29	6		2	0	0	0
653	Genesee Valley Seminary	Belfast, N. Y	1857	1857	F. M. Crandall	Non-sect	1	3	191	83	108	182	9	11	6		2	
654	Bridgehampton Literary and Commercial Institute.	Bridgehampton, N. Y	1875		Lewis W. Hallock, A. B	Non-sect	3	1	42	26	16	25	13	4	3	0	2	0
655	Brookfield Union School and Academy.	Brookfield, N. Y	1847	1847	Lyman B. Blakeman	Non-sect	1	2	170	80	90	160	10		4		3	
656	Academic department of Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y	1854	1855	E. C. Seymour, A. M	Non-sect	19	2	524	524	0	309	215	60	35	95	19	
657	Adelphi Academy	Brooklyn, N. Y. (Lafayette avenue).	1869	1869	Stephen G. Taylor, A. M., PH. D.	Non-sect	19	17	737	387	350	402	46	199	46	5	4	2
658	Brooklyn Hill Institute	Brooklyn, N. Y. (350 Washington avenue).		1879	Mrs. S. C. Baker	Presb	3	4	23		23	23	3	14				

* From Report of the Commissioner of Education for 1879.

a The name of this school was changed to St. John's School, June 25 1880.

b Includes students reported as being in Business College, Salem, N. J. (Table IV), an institution associated with Collegiate Institute.

c These are 8 boys in the Kindergarten.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
659	Chênevière Institute	Brooklyn, N. Y. (153 Schermerhorn street).	.....	1865	Misses Emmeline D. Longchamp and M. W. Mead.	.....	2	4	40	....	40		(40)		.....	.....	.....	.....
660	College Grammar School	Brooklyn, N. Y. (44 Court street).	.....	1849	Rev. Levi Wells Hart, A. M.	Non-sect	3	....	25	25	....	20	5	4	3	1	0	....
661	Professor Davison's Institute*	Brooklyn, N. Y. (424 Clermont avenue).	0	1859	Rev. I. S. Davison	Non-sect	1	0	20	20	0	10	10	0	5	0	3	0
662	Friends' Seminary*	Brooklyn, N. Y. (Schermerhorn street, near Boerum).	.....	1867	Clara Lockwood	Friends	....	6	73	37	36	.....	.....	12	.....	.....	.....	.....
663	German-American Boarding and Day School for Young Ladies and Children.	Brooklyn, N. Y. (154 Montague street).	.....	.....	Mrs. R. Goodwin	.....	2	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
664	German, English, and French Institute.	Brooklyn, N. Y. (360 State street).	.....	1873	Miss Emily Christiansen	Non-sect	1	5	80	30	50	80	....	25	.....	.....	.....	.....
665	Juvenile High School*	Brooklyn, N. Y. (Livingston st., near Court).	.....	1854	Misses A. S. Dobbin and S. E. Rogers.	Non-sect	1	6	140	140	0	140	0	0	0	0	0	0
666	Lafayette Academy	Brooklyn, N. Y. (149 Lafayette avenue).	.....	1877	Rev. Dan Marvin, jr., A. M.	Non-sect	1	....	16	16	....	15	1	....	1	.....	.....	.....
667	Miss Rounds's School for Girls	Brooklyn, N. Y. (525 Clinton avenue).	.....	.....	Christiana Rounds	.....	2	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
668	State Street Academy	Brooklyn, N. Y. (247 State street).	.....	1864	Mrs. E. Medler	P. E.	1	2	55	35	20	55	12	40	.....	.....	.....	1
669	Washington Avenue Institute for Young Ladies and Misses.	Brooklyn, N. Y. (394 Washington avenue).	.....	.....	Mrs. A. W. Longfellow	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
670	Buffalo Practical School	Buffalo, N. Y. (23 West Swan street)	.....	1875	Herman Poole	.....	1	1	49	43	6	49	.....	.....	.....	8	3	2

671	Heathcote School	Buffalo, N. Y.	0	1865	Lester Wheeler, A. M.	P. E.	2	1	40	40	0	28	12	6	7	1	1	1
672	Canandaigua Academy	Canandaigua, N. Y.	1795	1795	Noah T. Clarke, A. M., PH. D	Non-sect	5	....	111	106	5	99	40	15	23	8	4	2
673	Canisteo Academy	Canisteo, N. Y.	1870	1871	D. M. Estes, A. M.	....	1	4	104	46	58	73	25	6	5	7	2	....
674	Chappaqua Mountain Institute	Chappaqua, N. Y.	.....	1870	S. C. Collins, M. A.	Friends	3	5	77	46	31	....	....	....	....	....	....	....
675	Cincinnatus Academy	Cincinnatus, N. Y.	1857	1857	Rev. Edson Rogers, A. M.	Non-sect	1	3	73	40	33	73	6	4	2	....	0	0
676	Parker Union School	Clarence, N. Y.	.....	1869	Jared Parker, M.D., president	Non-sect	1	2	....	....	....	....	....	....	....	....	....	....
677	Clifton Springs Seminary	Clifton Springs, N. Y.	1868	1868	Miss C. E. Hahn	P. E	1	5	35	....	35	30	5	10	1	1	....	....
678	Foster School for Young Ladies	Clifton Springs, N. Y.	.....	1876	Rev. Geo. Loomis, D. D.	Non-sect	4	7	....	....	....	....	....	....	....	....	....	....
679	Clinton Grammar School	Clinton, N. Y.	1815	1813	Rev. Isaac O. Best, A. M.	Non-sect	3	3	98	98	....	50	48	4	40	5	8	....
680	Dwight's Home School for Young Ladies.*	Clinton, N. Y.	.....	1874	Rev. Benj. W. Dwight	Presb.	1	5	13	....	13	....	13	12	....	....	....	....
681	Houghton Seminary*	Clinton, N. Y.	.....	1861	John C. Gallup, A. M., M. D.	Presb.	2	8	75	....	75	75	47	23	....	....	....	....
682	The Evening Classes of the Poppenhusen Association.	College Point, N. Y.	1868	1870	Ferdinand Martens	Non-sect	2	....	76	70	6	....	....	....	....	....	....	....
683	Cornwall Heights School*	Cornwall-on-the-Hudson, N. Y.	.....	1866	O. Cobb, A. M.	....	3	....	20	20	....	8	12	19	8	....	2	....
684	Coxsackie Academy*	Coxsackie, N. Y.	.....	1836	W. F. Albrecht	....	1	1	50	30	20	42	3	5	3	....	....	....
685	Dansville Seminary	Dansville, N. Y.	1858	1859	G. W. Phillips	Non-sect	2	3	115	45	70	70	25	20	3	....	....	....
686	Deansville Academy*	Deansville, N. Y.	.....	1856	W. L. Swan	....	1	1	57	35	22	....	....	....	....	....	....	....
687	Delaware Academy	Delhi, N. Y.	1819	1819	James O. Griffin	Non-sect	2	5	133	58	75	117	12	4	4	....	1	....
688	Aurora Academy	East Aurora, N. Y.	1833	1833	Chas. W. Merritt	Non-sect	2	3	179	98	81	166	13	....	3	....	....	....
689	East Hamburgh Select School*	East Hamburgh, N. Y.	.....	1879	F. H. Briggs	....	1	1	42	19	23	42	....	3	....	....	....	....
690	Rural Seminary*	East Pembroke, N. Y.	1856	1857	James McFarland	Non-sect	1	1	59	30	29	52	3	4	0	0	0	0
691	Starkey Seminary	Eddytown, N. Y.	1848	1842	Oscar F Ingoldsby, A. M.	Non-sect	3	4	90	48	42	70	20	5	13	3	....	....
692	Monroe Collegiate Institute	Elbridge, N. Y.	1837	1839	Truman K. Wright, A. M. PH. D.	Non-sect	2	3	101	53	48	93	11	6	11	....	4	....
693	Fairfield Seminary*	Fairfield, N. Y.	1803	1803	S. C. Tompkins (acting)	Non-sect	4	2	172	94	78	6	10	12	3	1	1	....
694	Fergusonville Academy	Fergusonville, N. Y.	0	1848	James Oliver	Non-sect	2	2	64	45	19	61	5	9	4	....	....	....
695	Erasmus Hall Academy	Flatbush, N. Y.	1787	1786	Rev. Robert Grier Strong	R. Dutch	3	4	77	33	44	77	....	5	....	....	0	0
696	S. S. Seward Institute*	Florida, N. Y.	1846	1843	Rev. Henry A. Harlow, A. M.	Presb.	2	1	46	28	18	46	2	2	0	0	0	0
697	Flushing Institute	Flushing, N. Y.	.....	.....	E. A. Fairchild, A. M.	Non-sect	7	....	77	77	....	77	24	29	10	3	....	....
698	St. Joseph's Academy	Flushing, N. Y.	1860	....	Mother M. Teresa	R. C.	2	10	100	....	100	100	....	80	....	....	....	....
699	Delaware Literary Institute	Franklin, N. Y.	1835	1836	Chas. H. Verrill, A. M., PH. D	Non-sect	4	4	228	108	120	138	60	30	12	0	5	0
700	Friendship Academy	Friendship, N. Y.	1848	1848	P. Miller, A. M.	Non-sect	1	3	120	55	65	80	25	15	6	2	....	....
701	Falley Seminary	Fulton, N. Y.	1836	1834	Rev. James Gilmour, A. M.	Non-sect	2	3	75	40	35	50	15	10	4	8	4	2
702	St. Mary's (Cathedral) School	Garden City, N. Y.	.....	1877	Miss H. C. Bates	P. E.	4	3	32	....	32	22	10	20	....	....	....	....
703	St. Paul's (Cathedral) School	Garden City, N. Y.	.....	1877	A. C. Roberts, M. A.	P. E.	8	1	75	75	....	75	60	35	20	5	2	....
704	Gilbertsville Academy and Collegiate Institute.	Gilbertsville, N. Y.	1840	1839	Rev. Abel Wood, A. M.	Non-sect	1	2	95	47	48	95	12	4	6	....	1	0
705	Elmwood Seminary, Commercial and Select School.	Glen's Falls, N. Y.	.....	.....	J. N. Whipple	Non-sect	2	3	140	80	60	....	....	....	....	....	....	....
706	Glen's Falls Academy*	Glen's Falls, N. Y.	1841	1841	Daniel C. Farr, A. M.	....	1	6	250	100	150	200	30	20	5	....	3	....
707	Goshen Institute*	Goshen, N. Y.	0	1840	Joel Wilson	Non-sect	2	5	80	35	45	50	2	20	2	....	....	....
708	Gouverneur Wesleyan Seminary	Gouverneur, N. Y.	1826	1829	M. B. Sackett	Non-sect	5	3	340	180	160	275	67	18	5	4	1	0
709	Hartwick Seminary	Hartwick Seminary, N.Y.	1816	1815	Rev. James Pitcher, A. M.	Lutheran	3	1	62	46	16	32	30	....	4	....	2	....
710	Mountain Institute	Haverstraw, N. Y.	0	1852	Lavalette Wilson, A. M.	Non-sect	1	2	66	60	6	50	10	10	6	....	1	0
711	Hempstead Institute	Hempstead, N. Y.	0	1837	E. Hinds, A. M.	Non-sect	2	3	22	20	2	23	....	6	0	0	a1	0
712	Hudson Academy	Hudson, N. Y.	1807	1809	Rev. William D. Perry	Non-sect	3	3	123	86	37	89	34	21	11	....	1	....
713	Hudson Young Ladies' Seminary	Hudson, N. Y.	0	1848	Elizabeth Peake and S. C. Peake.	Non-sect	....	5	20	....	20	20	4	20	....	....	....	....

* From Report of the Commissioner of Education for 1879.
a Entered normal school.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
714	The Misses Skinner's School for Young Ladies.*	Hudson, N. Y	.....	1867	Sarah R. Skinner	.....	.....	3	41	....	41	....	15	7	.....	.....	.....	.....
715	Jamestown Union School and Collegiate Institute.	Jamestown, N. Y	1863	1865	Samuel G. Love, A. M	Non-sect	2	10	285	125	160	249	25	11	.....	.....	.....	.....
716	Lansingburgh Academy*	Lansingburgh, N. Y	1796	1797	C. T. R. Smith, A. M	Non-sect	2	2	78	33	45	72	6	0	2	0	0	0
717	Lawrenceville Academy*	Lawrenceville, N. Y	1861	1861	Barney Whitney	Non-sect	2	1	200	108	92	177	23	5	2	.....	3	.....
718	Le Roy Academic Institute	Le Roy, N. Y	1864	1862	Frank M. Comstock	.....	2	4	120	66	54	100	22	10	8	4	1	3
719	Liberty Normal Institute	Liberty, N. Y	1849	1848	John Dwyer	Non-sect	2	0	65	25	40	65	0	0	.....	.....	.....	.....
720	Genesee Wesleyan Seminary	Lima, N. Y	1832	1830	Rev. G. H. Bridgman, A. M., D. D	M. E	6	5	190	100	90	.....	.....	.....	.....	.....	.....	.....
721	Lisle Union School	Lisle, N. Y	1868	1868	A. W. Dyke, A. B	.....	1	3	130	70	60	.....	9	3	1	.....	.....	2
722	Lowville Academy*	Lowville, N. Y	1808	1808	William R. Adams, A. M	Non-sect	2	3	260	120	140	200	65	20	5	8	2	.....
723	Macedon Academy	Macedon Centre, N. Y	1842	1841	Charles H. Boynton	M. E	2	1	80	45	35	60	11	5	6	.....	.....	.....
724	Franklin Academy	Malone, N. Y	1832	1832	M. E. McClary, A. B	Non-sect	1	1	81	31	50	76	25	0	8	5	3	1
725	St. John's School for Boys*	Manlius, N. Y	1868	1868	Rev. Theodore Babcock, D. D.	P E	7	....	38	38	.....	7	31	8	15	2	4	2
726	Marion Collegiate Institute*	Marion, N. Y	1855	1856	Charles E. Allen	Non-sect	2	2	109	58	51	87	14	8	9	3	1	0
727	Mechanicsville Academy	Mechanicsville, N. Y	1861	1862	Mrs. S. E. King Ames	Non-sect	2	7	130	70	60	100	25	20	20	30	7	.....
728	Select Family School	Mechanicsville, N. Y	.....	1874	Rev. R. G. Williams	Presb	1	3	27	11	16	27	2	8	1	.....	.....	.....
729	Mexico Academy	Mexico, N. Y	1826	1826	John H. Butler, A. M	Non-sect	2	3	150	86	64	150	39	10	17	10	2	.....
730	Middleburgh English, French, and Classical Institute.*	Middleburgh, N. Y	.....	1878	Jean Isidore Charlouis	.....	1	5	69	40	29	42	27	16	3	1	.....	.....
731	Millbrook Academy	Millbrook, N. Y	.....	.....	William L. Swift	Friends	.....	.....	40	.....	.....	.....	.....	.....	.....	.....	.....	.....
732	Montgomery Academy	Montgomery, N. Y	1817	1818	David L. Rouse	Non-sect	1	0	30	18	12	21	9	0	2	0	0	0
733	Nassau Academy	Nassau, N. Y	.....	1835	George Hannay	P. E	1	3	46	20	26	46	....	15	.....	.....	.....	.....
734	New Berlin Academy	New Berlin, N. Y	1843	1843	Alonzo Phelps	Non-sect	1	2	118	65	53	85	32	8	2	.....	.....	.....
735	Trinity Schools	New Brighton, S. I., N. Y	0	1807	John M. Hawkins, A. M., PH. D	P. E	4	....	46	46	....	21	28	10	25	11	8	4

736	Gormly Seminary	Newburgh, N. Y		1875	Misses J. S. Lourie and M. Shiland		2	6	40	1	39	40	6	2	7			
737	New Paltz Academy*	New Paltz, N. Y	1835	1835	Dr. H. M. Bauscher	Reform'd	2	2	60	35	25	45	15	25	3	4	1	1
738	Academy of the Holy Cross	New York, N. Y. (343 West 42d street).	1858	1858	Sister M. Helena	R. C	3	11	150	24	126	150		50				
739	Miss Ballow's English and French School for Young Ladies.	New York, N. Y. (24 East 22d street).		1848	Miss A. A. Ballow		7	12	80		80	80		80				
740	The Collegiate School	New York, N. Y. (2 East 60th street).		1820	Rev. Henry B. Chapin, PH. D.	Non-sect	8	1	72	72		39	33	27	25	3	2	
741	Duane S. Everson's Collegiate School for Boys.	New York, N. Y. (729 6th avenue).		1865	Duane S. Everson, A. M., and W. McD. Halsey.	Non-sect	7	1	125	125	0			65	49	3	7	2
742	English, Classical, and Mathematical School for Boys.*	New York, N. Y. (1267 Broadway).		1868	James H. Morse, A. M		4	2	25	25							6	
743	The Fifth Avenue School for Boys.	New York, N. Y. (578 5th avenue).	0	1873	E. A. Gibbens and D. Beach, jr.	Non-sect	4		85	85					30	5	5	3
744	Fort Washington Franco-American College. *a*	New York, N. Y. (171st street and Kingsbridge Road).		1854	Alfred M. Cotte, A. M	R. C	10	1	51	51		51	8	51	8	4	2	3
745	French and English Boarding and Day School.	New York, N. Y. (22 West 56th street).			Mlle. Ruel and Miss Annie Brown.													
746	French Protestant Institution	New York, N. Y. (36 East 35th street).		1871	Mlles. F. and M. Charbonnier	Non-sect	3	14	65		65	65		65				
747	Friends' Seminary*	New York, N. Y. (cor. Rutherford Place and East 16th street).	0	1860	Benjamin Smith, A. M	Friends	4	9	140	80	60	134	6	40	6	1	1	1
748	Mrs. Froehlich's School*	New York, N. Y. (28 East 50th street).		1867	Mrs. Bellina Froehlich		7	15	152	10	142	b152						
749	Miss Jandon's Boarding and Day School.	New York, N. Y. (348 Madison avenue).		1867	Miss Lucy B. Jandon	Non-sect												
750	Dr. J. Sachs' Collegiate Institute	New York, N. Y. (121 West 49th street).	0	1872	Dr. Julius Sachs	Non-sect	6	2	81	81		60	21	80	15	6	6	0
751	Mrs. Leopold Weil's School for Young Ladies.	New York, N. Y. (56 West 55th street).			Mrs. Leopold Weil													
752	Manhattan Academy	New York, N. Y		1864	Brother Quintinian	R. C	10		196	196		160	20	59			3	
753	The Misses Marshall's School	New York, N. Y. (250 West 38th street).		1849	Susanna C. Marshall	Non-sect		3										
754	Mt. Washington Collegiate Institute. *c*	New York, N. Y.		1843	George W. Clarke, PH. D	Non-sect												
755	Murray Hill Institute*	New York, N. Y. (1 West 39th street).	0	1864	Joseph D. Hull	Non-sect	3	2	25	25	0	8	17	23	6	2	2	1
756	New York Military Academy	New York, N. Y. (Fort Washington).		1854	John B. Hays, M. D	Non-sect	13		80	80		63	25	70	25	13	16	13
757	Mrs. Roberts' and Miss Walker's English and French School for Young Ladies.	New York, N. Y. (148 Madison avenue).			Mrs. J. J. Roberts and Miss Walker.	Non-sect	4	7	100		100							
758	Madame Roch's School	New York, N. Y. (713 Madison avenue).		1877	Madame Adèle Roch		2	6	40		40							
759	St. Mary's School	New York, N. Y. (8 East 46th street).		1868	Sister Agnes	P. E	3	18	127		127		30	127				

*From Report of the Commissioner of Education for 1879. *a* These statistics are for the year 1879. *b* Includes pupils in course in modern languages. *c* Temporarily suspended.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denominations.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
760	St. Matthew's Academy	New York, N. Y. (corner Broome and Elizabeth streets).	.....	.....	Edmund Bohm	Ev.Luth.	5	5	200	....	....	200	8	40	6	...	....	....
761	School for Girls*	New York, N. Y. (9 West 39th street).	.....	1872	Anna C. Brackett	....	....	8	109	....	109	109	85	74	1	....	6	....
762	Stern's School of Languages	New York and Brooklyn, N. Y.	.....	1879	S. M. Stern, New York; Menco Stern, Brooklyn.	....	8	....	478	(478)		....	....	478	....	....	....	....
763	Suburban Seminary	New York, N. Y. (Morrisania).	.....	1878	Rev. Edwin Johnson	....	2	4	35	8	27	20	8	10	....	....	....	....
764	Van Norman Institute	New York, N. Y. (316 West 58th street).	.....	1857	Rev. D. C. Van Norman, LL. D.	Non-sect	a2	9	74	10	64	74	42	74	....	0	0	0
765	William W. Richards' School for Boys.	New York, N. Y. (110 West 42d street).	0	....	William W. Richards	....	5	....	24	24	..	24	24	22	24	..	1	....
766	Chili Seminary*	North Chili, N. Y.	1869	1869	Albert H. Stilwell	Fr. Meth	2	3	91	44	47	70	21	5	3	0	0	0
767	Granville Military Academy	North Granville, N. Y.	1855	1856	Rev. Charles F. Dowd, A. M.	Non-sect	7	....	71	71	....	55	16	5	16	4	5	1
768	Rockland College	Nyack-on-the-Hudson, N. Y.	1878	1874	W. H. Bannister, A. M.	Non-sect	5	5	122	78	44	62	31	37	31	....	4	....
769	Cary Collegiate Seminary	Oakfield, N. Y.	1845	1843	Rev. Henry M. Brown, A. B.	P. E	2	4	108	45	63	90	18	11	3	5	....	....
770	Onondaga Academy	Onondaga Valley, N. Y.	1813	1813	Oliver W. Sturdevant	Non-sect	3	5	138	80	58	76	29	22	16	0	4	....
771	Oxford Academy	Oxford, N. Y.	1794	1793	James A. Brown	....	2	4	120	64	56	96	8	16	8	....	1	....
772	Villa de Sales, Academy of the Visitation.	Near Parkville, N. Y	186–	1864	Mother Mary Clotilda Smith, superior	R. C	....	....	35		35	....	....	....	....	....	....	....
773	Pawling Seminary	Pawling, N. Y	0	1880	D. Young Hoyt	Non-sect	1	1	51	24	27	51	2	....	1	6	0	0
774	Academy of Our Lady of Angels	Peekskill, N. Y	.....	.....	Mother Superioress	R. C	....	....	....	....	....	....	....	....	....	....	....	....
775	Peekskill Academy	Peekskill, N. Y	1838	1838	Charles J. Wright, A. M	Non-sect	5	1	104	102	2	54	25	25	15	15	7	3
776	St. Gabriel's School	Peekskill-on-Hudson, N. Y	.....	1872	Sisters of St. Mary	P. E	3	10	60		60	....	....	....	....	....	....	....
777	Penn Yan Academy	Penn Yan, N. Y	1859	1860	Francis D. Hodgson, A. M	Non-sect	3	8	481	226	255	406	75	20	4	2	3	1

777	Penn Yan Academy	Penn Yan, N. Y.	1859	1860	Francis D. Hodgson, A. M.	Non-sect	3	8	481	226	255	406	75	20	4	2	2	1
778	Evans Academy	Peterboro', N. Y	1853	1853	Willis A. Ingalls, B. S	Non-sect	1	2	98	47	51	....	4	2	3	2	2	....
779	Pike Seminary	Pike, N. Y.	1856	1856	Irving B. Smith, A. M	Non-sect	2	2	153	98	55	52	30	17	30	24	2	1
780	Seymour Smith Academy	Pine Plains, N. Y	1879	1879	Rev. Abraham Mattice, A. M.	Non-sect	2	3	90	50	40	70	20	6	10	....	1	0
781	Starr's Military Institute	Port Chester, N. Y.	.....	1854	O. Winthrop Starr, A. M	Non-sect	5	....	33	33	....	28	5	5	5	....	....	....
782	Port Richmond Union School	Port Richmond, N. Y	.....	.....	J. W. Sturdevant, B. S	.....	1	6	354	173	181	354	....	....	....	....	....	....
783	Mrs. Bockée's Seminary for Young Ladies.*	Poughkeepsie, N. Y	.....	1866	Catharine W. Bockée	P. E.	2	3	34	2	32	34	6	15	....	....	....	....
784	Brooks Seminary for Young Ladies*	Poughkeepsie, N. Y	.....	1871	Mrs. M. B. White	Non-sect	5	4	46	....	46	....	....	....	....	....	....	....
785	Pelham Institute	Poughkeepsie, N. Y	0	1864	Stewart Pelham, A. M	Ref'med	2	1	63	57	6	63	8	0	6	1	0	0
786	Dr. Warring's Military Boarding School.	Poughkeepsie, N. Y	0	1863	C. B. Warring, PH. D.	Non-sect	3	2	42	40	2	42	21	3	....	....	0	0
787	Franklin Academy and Union Free School.	Prattsburgh, N. Y	1824	1824	Frank E. Wells	.....	1	2	101	50	51	15	3	4	1	....	....	....
788	Pulaski Academy	Pulaski, N. Y	1853	1855	E. M. Wheeler	.....	....	....	....	....	....	....	....	....	....	....	....	....
789	Chamberlain Institute and Female College.	Randolph, N. Y	1851	1849	Rev. James T. Edwards, D.D.	Meth	6	4	285	140	145	40	35	27	50	22	7	3
790	Rensselaerville Academy	Rensselaerville, N. Y	1844	1844	Benjamin F. Eaton, A. M.	Non-sect	1	1	68	34	34	68	5	1	1	....	....	....
791	De Garmo Institute	Rhinebeck, N. Y	0	1864	James M. De Garmo, A. M., PH. D.	Non-sect	4	6	139	68	71	60	61	18	5	0	1	0
792	Academy of the Sacred Heart	Rochester, N.Y. (2 Prince street).	1858	1855	Amelia Fowler, superior	R. C.	....	12	60	....	60	60	....	60	....	....	....	....
793	Miss Cruttenden's English and French Boarding and Day School for Young Ladies.*	Rochester, N.Y. (27 North St. Paul street).	.....	1875	Miss M. Cruttenden	Non-sect	..	9	80	....	80	80	40	80	....	....	....	....
794	Livingston Park Seminary*	Rochester, N. Y	.....	1858	Mrs. C. M. Curtis	P. E.	1	7	65	0	65	60	12	30	....	....	....	....
795	Nazareth Academy*	Rochester, N. Y.	.....	1871	Mary Stanislaus	R. C.	....	9	100	....	100	100	16	16	....	....	....	....
796	Rochester Realschule	Rochester, N. Y. (7 and 9 Mortimer street).	.....	1855	Hermann Pfaedlin	Non-sect	2	5	101	50	51	101	5	101	(2)		1	....
797	St. Andrew's Preparatory Seminary.*	Rochester, N.Y. (Broome street).	.....	1870	Rev. H. DeRegge	R. C.	5	....	19	19	..	19	19	19	....	....	4	....
798	St. Peter's Academy	Rome, N. Y	.....	1865	Mother M. Ignatius, superior.	R. C.	....	10	218	61	157	215	3	....	1	....	....	....
799	Rye Seminary	Rye, N. Y	.....	1869	Rev. William Life, president	Presb	2	7	94	....	94	....	....	....	....	....	....	....
800	Sandy Creek Union School (academic department).	Sandy Creek, N. Y	.....	1872	J. Edman Massee, A. M	Non-sect	2	3	110	51	59	75	35	....	6	0	1	0
801	Saugerties Institute	Saugerties, N. Y	1866	1866	Albert B. Wiggin, A. M	Non-sect	1	2	50	30	20	35	12	13	6	....	2	....
802	Sauquoit Academy	Sauquoit, N. Y	1847	1843	T. H. Roberts, A. M	Baptist	1	4	161	80	81	100	50	40	15	10	2	3
803	Shushan Classical School	Shushan, N. Y	.....	.....	Andrew J. Qua	.....	....	....	....	....	....	....	....	....	....	....	....	....
804	Holbrook's Military School*	Sing Sing, N. Y	.....	1860	Rev. D. A. Holbrook	Non-sect	5	....	30	30	....	20	8	10	3	2	1	4
805	Mt. Pleasant Military Academy*	Sing Sing, N. Y	1832	1832	Maj. W. W. Benjamin and J. H. Allen, A. M.	.....	7	....	75	75	....	40	35	56	18	11	6	3
806	Ossining Institute for Young Ladies.	Sing Sing, N. Y	.....	1867	Rev. C. D. Rice, A. M.	Presb	2	10	100	....	100	75	20	25	....	....	....	....
807	Vireün	Sing Sing, N. Y	0	1870	Col. H. C. Symonds	P. E.	2	....	30	30	....	....	....	....	3	..	....	....
808	Sodus Academy	Sodus, N. Y	1855	1857	Elisha Curtiss, M. A	Non-sect	2	3	150	80	70	90	20	40	4	....	2	....
809	Rogersville Union Seminary*	South Dansville, N. Y	1852	1851	Lewis McHenry	Non-sect	1	3	47	31	16	40	7	....	1	....	1	....
810	Southold Academy	Southhold, N. Y	.....	1867	James R. Robinson, A. B	Presb	1	2	46	32	14	23	15	8	....	....	1	....
811	Griffith Institute and Springville Union School.	Springville, N. Y	1827	1830	George W. Ellis, A. B	Non-sect	1	8	352	....	....	311	41	10	8	0	4	0

* From Report of the Commissioner of Education for 1879.

a Also three lecturers.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
812	German-American Institute*	Stapleton (Staten Island), N. Y.	.....	1878	Dr. G. Odendall and H. Sterzing.	Non-sect	3	1	70	36	34	70	0	70	0	6	0	0
813	Syracuse Classical School	Syracuse, N. Y	1867	1867	Wesley C. Ginn, A. M	Non-sect	2	3	46	34	12	22	24	20	7	7	6	5
814	Miss Bulkley's School	Tarrytown, N. Y	.....	1859	Miss H. L. Bulkley	Non-sect	2	5	45	...	45	45	20	45	...	...	...	...
815	Irving Institute*	Tarrytown, N. Y	.....	1837	A. Armagnac, A. M., and David A. Rowe, A. M.	Non-sect	5	...	35	35	..	27	8	10	8	3	2	....
816	Trinity School*	Tivoli, N. Y	.....	1867	Rev. James Starr Clark, S. T. D.	P. E	6	....	45	45	....	10	35	25	20	7	4	2
817	Troy Academy	Troy, N. Y	1834	1835	T. Newton Willson, A. M	Non-sect	3	1	84	84	0	64	20	0	6	10	2	8
818	Troy Female Seminary	Troy, N. Y	1837	1814	Emily T. Wilcox	Non-sect	1	5	80	..	80	80	18	15	...	...	...	....
819	Unadilla Academy	Unadilla, N. Y	1852	1850	Emmet Belknap, A. B	Non-sect	1	4	106	45	61	67	6	10	3	...	...	....
820	Hartwell's Family School for Boys.*	Unionville, N. Y	.....	1869	Samuel S. Hartwell	Presb	2	1	23	19	4	17	6	2	4	1	0	0
821	Utica Female Academy*	Utica, N. Y	.....	.....	Mrs. J. C. G. Piatt	Non-sect	3	11	95	...	95	70	30	70	...	...	...	....
822	Walton Union School	Walton, N. Y	1854	1853	Strong Comstock, A. M	Non-sect	1	1	88	40	48	18	20	10	5	....	3	....
823	Walworth Academy	Walworth, N. Y	1842	1842	J. Carlton Norris	Non-sect	2	2	100	50	50	86	14	....	4	....	....	....
824	Warrensburgh Academy	Warrensburgh, N. Y	1860	1856	W. S. Austin	Non-sect	1	3	147	78	69	139	8	0	8	0	1	0
825	Warsaw Union School and Academy.	Warsaw, N. Y	1853	1853	Alvin P. Chapin, A. M	Non-sect	2	5	445	210	235	350	60	30	25	10	5	2
826	Warwick Institute*	Warwick, N. Y	1854	1854	A. G. McAllister, A. M	.....	1	6	350	128	222	325	25	....	4	....	0	0
827	Riverside Seminary	Wellsville, N. Y	1879	1871	Rev. A. W. Cummings, D. D., LL. D.	Non-sect	2	2	113	55	58	96	17	...	5	....	1	0
828	West Winfield Academy	West Winfield, N. Y	1851	1851	James B. McGiffert	Non-sect	3	2	151	73	78	105	36	10	14	0	....	3
829	Alexander Institute	White Plains, N. Y	0	1845	Oliver K. Willis, A. M., PH. D	Presb	5	..	30	30	....	20	10	0	3	2	2	2
830	Whitestown Seminary	Whitestown, N. Y	1845	1828	M. Earl Dunham, D.D., PH.D.	F. W. Bap	4	4	308	184	124	20	16	10	16	4	6	1
831	Red Creek Union Seminary	Wolcott, N. Y	1839	1840	L. W. Baker	Baptist	2	2	79	30	40	50	10	10	5	....	....	....
	Woodhull Academy and Union	Woodhull, N. Y	1866	1869	E. L. Maxson, A. M	Non-sect	1	2	145	70	75	..	7	1	1	0	1	0

832	Woodhull Academy and Union School.*	Woodhull, N. Y	1868	1869	E. L. Maxson, A. M	Non-sect	1	2	145	70	75		7	1	1	0	1	0
833	Middlebury Academy	Wyoming, N. Y	1816	1819	Elbert Place, A. M	Non-sect	1	2	57	26	31	53	2	2	2	1	0	
834	Yates Academy	Yates, N. Y	1840	1841	F. A. Hamlin	Non-sect	1	1	74	49	25	74			0	0	0	0
835	School for Young Ladies and Children.	Yonkers, N. Y		1876	Mrs. K. T. Holbrook	Non-sect		5	46	6	40		10	30				
836	Belvidere Academy	Belvidere, N. C		1840	George Wilson White	Friends	1	1	52	34	19	48	5		1	1	3	
837	Cary High School	Cary, N. C		1880	Solomon Pool	Non-sect	3	1	52	25	27	45	7		5			
838	Hughes' Academy	Cedar Grove, N. C		1846	S. W. Hughes	Presb	1	1	36	34	2	15	21	0	7	1	2	1
839	Charlotte Female Institute	Charlotte, N. C	1857	1857	Rev. Wm. R. Atkinson	Presb	2	8	147	3	144	147	15	40				
840	Scotia Seminary	Concord, N. C	1870	1870	Rev. Luke Dorland, A. M	Presb	1	6	181		181	181						
841	Bethel Academy	Davidson College, N. C		1876	Rev. L. K. Glasgow, A. M	Presb	1	1	44	24	20	25	12	6	5			
842	Denver Seminary	Denver, N. C	1874	1873	D. Matt. Thompson, A. M	Non-sect	2	1	112	63	49	108	4					
843	East Bend Academy	East Bend, N. C		1856	J. M. Matthews	Non-sect	1		33	27	6	25	0					
844	Fremont Institute	Fremont, N. C		1868		Non-sect	1	1	78	45	33				0	0		
845	St. Mary's College	Garibaldi, N. C			Rev. Stephen Lyons, O. S. B	R. C	5		50	50								
846	Woodland Academy	Goldsboro', N. C		1878	C. P. Frazier		1	2	65	35	30	50	10		12		2	
847	Graham High School	Graham, N. C		1837	Rev. D. A. Long, A. M	Non-sect	3	1										
848	Hayesville Academy	Hayesville, N. C		1871	N. A. Fessenden		3	1	187	103	84		7	1	4	0	0	
849	Somerville Institute	Leasburg, N. C		1840	Rev. Solomon Lea, A. M	Meth. So	1	1*	34	20	14	34	0	0	0	0	1	
850	Bingham School	Mebaneville, N. C		1793	Maj. Robert Bingham, A. M., superintendent.	Non-sect		0	247	247		247	175	50	125	25	10	4
851	Monroe High School	Monroe, N. C	1875	1875	W. J. Scrogga, A. M	Non-sect	1	2	119	73	46	100	47	19	21	11	5	
852	Mt. Airy Academy	Mt. Airy, N. C	0	1858	E. C. Foy	Non-sect	1	1	75			30	7	1				
853	Mt. Pleasant Female Seminary	Mt. Pleasant, N. C	1870	1858	Lewis H. Rothrock	Luther'n	1	2	53		53	38	15					
854	New Garden Boarding School	New Garden, N. C	1833	1837	L. Lyndon Hobbs, A. B	Friends	2	2	48	32	16	40	6	4	8	4		
855	Catawba High School	Newton, N. C	1853	1851	Rev. J. C. Clapp, A. M	Ref. Ger	3	4	135	85	50	135	30	10	20	10		
856	Pittsboro' Academy*	Pittsboro', N. C			James S. Manning	Non-sect	1	0	39	25	14	37	6	5				
857	Princeton School	Princeton, N. C		1880	J. Wilson Lucas, A. B	F. W. Bap	1											
858	Raleigh Male Academy	Raleigh, N. C		1878	John J. Fray and Hugh Morson.	Non-sect	2		90	90	0	90	44	6			7	
859	Washington School*	Raleigh, N. C	0	1866	Marcus W. Martin	Cong		3	149	43	106							2
860	Reynoldson Male Institute	Reynoldson, N. C		1855	Thomas E. Waff	Baptist	1		41	41		28	13		12		1	
861	Vine Hill Academy	Scotland Neck, N. C	1807	1807	W. H. Ragsdale	Non-sect	1	2	66	32	34	25	4	8	6	1	8	0
862	Sylvan Academy	Snow Camp, N. C		1866	W. V. Marshburn, A. B	Friends	1	1	65	35	30	50	15	0	20	5	1	4
863	Summerfield High School	Summerfield, N. C		1872	F. S. Blair	Friends	1	2	49	26	23	49	5		1		1	
864	Trap Hill Institute	Trap Hill, N. C	1877	1877	C. W. White, A. M	Meth	1	2	125	88	37	125	43	18	22	27	10	
865	Rev. Daniel Morrelle's English and Classical School.	Wilmington, N. C		1859	Rev. Daniel Morrelle	P. E	1	0	12	12	0	4	8	7	5	1	0	1
866	Wilson Collegiate Institute	Wilson, N. C	1872	1872	Sylvester Hassel, A. M	Non-sect	3	2	124	79	45	97	20	7	4	0	0	0
867	The Grange High School	Woodland, N. C	1878	1878	Julien Henri Picot, A. M	Non-sect	2		70	50	20	30	20	10	20	4	4	2
868	Yadkin College	Yadkin, N. C	1868	1856	Rev. Shadrach Simpson, A. M	M. P	4	1	78	53	25	55	27	10	30	10		
869	Albany Enterprise Academy	Albany (P. O. Lev), Ohio	1863	1862	Rev. T. J. Ferguson	Non-sect	2	1	65	30	35	64	1	1	5	0	3	4
870	Alum Creek Academy*	Ashley, Ohio		1875	R. Ella Levering, B. S	Friends	0	2	32	10	22	26	5	0	5	1	1	0
871	Grand River Institute	Austinburg, Ohio	1832	1831	J. Tuckerman, M. A., PH. D	Non-sect	3	2	291	164	127	185	106	10	25		4	
872	Friends' Boarding School*	Near Barnesville, Ohio	0	1876	Barclay Stratton, sup't	Friends	a2	2	a61	a32	a29	61	9					
873	Beverly College	Beverly, Ohio	1842	1842	R. J. Smith		2	1	45	28	17	35	10	0	5			
874	Academy of Central College b	Central College, Ohio		1840		Presb												
875	Geauga Seminary c	Chester Cross Roads, Ohio	1842	1842	W. F. Thomas		1	1	45	20	25	45						

*From Report of the Commissioner of Education for 1879.
a During winter term only.
b Temporarily closed.
c Report is for six months of the year only, since which there has been no school.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
876	Academy of the Sisters of Notre Dame.	Cincinnati, Ohio (East Sixth street).	1843	1840	Sister Louise, superior	R. C	....	15	160	....	160	....	....	....	....	....	....	....
877	Mt. St. Vincent's Academy	Cincinnati, Ohio (Cedar Grove).	.....	1857	Mother Regina Mattingly	R. C	....	25	60	....	60	50	10	30	....	....	....	....
878	Miss Nourse's Family and Day School.	Cincinnati, Ohio	.....	.....	Miss Nourse	.....	4	14	....	....	....	....	....	....	....	....	....	....
879	St. Francis' Gymnasium	Cincinnati, Ohio (181 Bremen street).	.....	.....	Very Rev. Lucas Gottbehoede, O. S. F., president.	R. C	....	....	....	....	....	....	....	....	....	....	....	....
880	Clermont Academy	Clermontville, Ohio	.....	1839	James K. Parker	Baptist	1	3	48	27	21	....	....	....	2	....	....	....
881	Brooks School (for Girls)	Cleveland, Ohio (corner Euclid ave. & Perry st.).	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
882	Cleveland Academy*	Cleveland, Ohio	1865	1866	Miss L. T. Guilford and Isaac Bridgman, A. M.	Non-sect	1	3	57	25	32	40	17	....	3	3	0	0
883	St. Mary's Institute	Dayton, Ohio	1878	1850	Rev. George Meyer	R. C	12	0	125	125	0	125	0	10	0	25	....	....
884	Ewington Academy	Ewington, Ohio	.....	1857	W. H. Bane	Non-sect	2	....	42	18	24	35	....	7	3	6	....	....
885	Fostoria Academy	Fostoria, Ohio	1879	1879	Rev. W. T. Jackson, PH. D.	U. B	4	1	119	83	36	27	15	36	....	....	0	0
886	Gallia Academy and Normal College.*	Gallipolis, Ohio	1811	1810	Henry Collins, A. M	Non-sect	1	4	288	159	129	288	46	23	20	29	0	3
887	Harcourt Place Academy	Gambier, Ohio	.....	1851	Jno. D. H. McKinley, A. M	P. E	6	....	26	26	....	6	20	3	13	7	5	....
888	Goshen Seminary	Goshen, Ohio	.....	1861	C. M. Riggs	.....	1	....	56	30	26	56	....	5	....	....	....	....
889	Harlem Springs Academy	Harlem Springs, Ohio	.....	1857	A. T. Aller, B. A	.....	1	1	50	35	15	....	....	....	3	....	....	....
890	Hartford Academic Institute	Hartford, Ohio	1872	1871	C. B. Shaw, A. B	.....	1	....	47	20	27	....	....	....	....	....	....	....
891	Vermilion Institute	Hayesville, Ohio	1845	1846	Rev. Sanders Diefendorf, D.D.	Presb	....	(8)	110	....	110	....	30	18	....	....	....	....
892	Atwood Institute a	Lee, Ohio	.....	1855	M. F. Parrish	F. W. Bap	1	1	62	35	27	....	....	....	3	....	....	....
893	Lexington Male and Female Seminary.*	Lexington, Ohio	1860	1851	Miss Jane Galley	.....	1	1	81	40	41	81	10	....	8	20	4	12

894	Madison Seminary	Madison, Ohio	1846	1846	E. B. Olmsted		1	2	52	27	25	42	10	....	5	....	2	....
895	Madison Academy*	Mt. Perry, Ohio	1869	1870	S. L. Rutledge, A. B	U. Presb.	3	....	40	25	15	10	30	....	30	....	20	....
896	New Hagerstown Academy	New Hagerstown, Ohio	1837	1837	J. Howard Brown				40	27	13	....	5	....	....	....	....	....
897	Northwood Normal and Collegiate Institute.	Northwood, Ohio	.....	.....														
898	Ursuline College	Nottingham, Ohio	.....	.....	Mother St. Mary	R. C			53	....	53							
899	Poland Union Seminary	Poland, Ohio	1861	1861	Rev. William Dickson, D. D.	Presb	2	2	150	78	72	150	14	3	4	....	2	1
900	Ursuline Academy for Young Ladies.	St. Martins, Ohio	1848	1845	Sister M. Ursula	R. C	....	15	65	....	65	65	4	35	....	....	....	....
901	Savannah Academy	Savannah, Ohio	1859	1856	T. A. Sawhill	Non-sect	1	1	....	....	....	....	....	....	....	....	....	....
902	Starr's Institute	Seven Mile, Ohio	.....	1861	B. Starr, A. M	M. E	1	....	8	8	....	7	1	....	1	2	....	....
903	Smithville High School	Smithville, Ohio	.....	1865	J. B. Eberly, M. A	Non-sect	3	1	173	115	58	....	....	....	....	....	20	....
904	Northern Ohio Collegiate and Business Institute.*	South New Lyme, Ohio	.....	1879	Rev. D. J. R. Ward, A. B		4	3	114	59	55	42	15	....	....	....	....	....
905	Springfield Seminary	Springfield, Ohio	1874	1873	Mrs. Ruth A. Worthington	Non-sect	1	5	48	....	48	....	....	....	1	....	....	....
906	Steubenville Seminary	Steubenville, Ohio	.....	1829	Rev. A. M. Reid, PH. D	Presb	3	9	126	....	126	....	....	....	....	....	....	....
907	College of Ursuline Sisters	Tiffin, Ohio	1878	1863	Sister Ignatius	R. C	....	7	85	....	85	....	....	....	....	....	....	....
908	Ursuline Convent of the Sacred Heart.	Toledo, Ohio	1873	1854	Mother M. Amadeus, superioress.	R. C	....	....	200	....	200	....	....	....	....	....	....	....
909	Plains Seminary	Tupper's Plains, Ohio	.....	1800	Morris Bowers	Non-sect	1	1*	54	29	25	....	....	....	....	....	....	....
910	Twinsburgh Institute*	Twinsburgh, Ohio	0	1828	Samuel Bissell	Presb	1	1	79	58	21	72	7	0	3	0	0	0
911	Western Reserve Seminary b	West Farmington, Ohio	1855	1829	Rev. E. B. Webster, A. M	M. E	c6	3	178		(178)	....	....	....	....	....	....	....
912	Rayen High School*	Youngstown, Ohio	1856	1867	E. S. Gregory, A. M	Non-sect	1	1	50		(50)	....	....	....	....	....	....	....
913	Putnam Classical Institute	Zanesville, Ohio	1836	1835	D. J. Evans, A. M	Presb	2	5	65	....	65	....	....	....	....	....	....	....
914	Albany Collegiate Institute	Albany, Oreg	.....	.....	Elbert N. Condit	Presb	2	3	90	40	50	63	27	....	4	2	....	1
915	Ashland Coll.ge and Normal School.	Ashland, Oreg	1879	1873	Rev. Lowell L. Rogers, A. M	M. E	3	3	d150	78	72	150	59	9	42	56	8	4
916	Notre Dame Academy	Baker City, Oreg	0	1875	Sister Mary Perpetua, superioress.	R. C	0	5	103	0	103	....	....	....	....	....	....	....
917	La Creole Academic Institute	Dallas, Oreg	1856	1853	S. A. Randle		2	4	202		(202)	....	....	....	....	....	....	....
918	St. Mary's Academy for Young Ladies.	Jacksonville, Oreg	.....	.....	Sister M. Angel Guardian, superioress.	R. C	....	4	55	....	55	....	....	....	....	....	....	....
919	Santiam Academy	Lebanon, Oreg	1854	1854	J. L. Gilbert	M. E	1	2	98	50	48	98	0	0	....	6	3	....
920	Bishop Scott Grammar School	Portland, Oreg	1870	1870	J. W Hill, M. D	P. E	6	2	78	78	....	50	20	8	8	2	3	2
921	Independent German School	Portland, Oreg	1870	1870	E. Stebinger	Non-sect	1	1	45	25	20	45	0	45	0	0	0	0
922	St. Mary's Academy	Portland, Oreg	1866	1850	Mother Dolores, superior provincial.	R. C	....	....	165	....	165	....	....	....	....	....	....	....
923	St. Michael's College	Portland, Oreg	.....	1871	Rev. A. J. Glorieux	R. C	4	....	100	100	....	100	10	10	....	....	....	....
924	St. Paul's Academy	St. Paul, Oreg	.....	.....	Sister M. Margaret, superioress.	R. C	....	6	40	....	40	....	....	....	....	....	....	....
925	Academy of the Sacred Heart	Salem, Oreg	.....	.....	Sister M. of the Assumption, superioress.	R. C	....	11	114	....	114	....	....	....	....	....	....	....
926	Academy of Mary Immaculate*	The Dalles, Oreg	1865	1864	Sister Mary Justina	R. C	0	4	80	0	80	80	....	1	0	0	0	0
927	Umpqua Academy*	Wilbur, Oreg	1857	1854	Henry L. Benson	M. E	2	2	149	73	76	104	45	9	13	20	....	....
928	School for Girls	Allegheny, Pa	.....	1872	Miss Mary Maitland	Non-sect	....	3	16	2	14	16	....	....	....	....	....	....
929	St. Xavier's Academy	Beatty, Pa	.....	1845	Sister M. Liguori McCaffrey, directress.	R. C	....	17	90	....	90	....	....	....	....	....	....	....
930	Beaver College and Musical Institute.	Beaver, Pa	1853	1856	Rev. R. T. Taylor, A. M., D. D	Meth	4	6	150	30	120	53	48	18	6	2	1	0

* From Report of the Commissioner of Education for 1879.
c No school this year; these statistics are for 1879.
b These statistics are for the year 1879.
c Also two lecturers.
d Includes 48 normal students reported in Table III.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
931	Mountain Seminary	Birmingham, Pa	1853	1854	L. G. Grier	Presb	3	6	100	25	75	100	30	20	....	....	....	....
932	Bristol Seminary	Bristol, Pa	....	1875	Miss Amelia Merriam	Non-sect	....	6	40	....	40	36	4	7	....	....	....	....
933	Witherspoon Institute*	Butler, Pa	1849	1851	P. S. Bancroft, A. M.	Non-sect	3	1	75	45	30	75	25	30	16	....	....	....
934	Penn's Valley Institute	Centre Hall, Pa	....	....	Henry F. Bitner and Calvin R. Neff.	....	1	....	45	25	20	35	5	4	3	1	....	....
935	Chester Academy	Chester, Pa	....	1862	George Gilbert	....	1	4	76	40	36	70	6	5	2	....	....	....
936	Maplewood Institute*	Concordville, Pa	1870	1862	Joseph Shortlidge, A. M	Friends	5	3	45	25	20	40	10	8	2	....	....	....
937	Chester Valley Academy*	Downington, Pa	....	1870	F. Donleavy Long, A. M	Non-sect	3	2	40	40	....	....	10	6	3	2	1	1
938	Doylestown Seminary*	Doylestown, Pa	1876	1868	M. E. Scheibner	Non-sect	3	3	90	50	40	58	25	6	6	3	2	....
939	Trach's Academy and Commercial School.	Easton, Pa	....	1872	R. H. Trach	....	3	2	131	93	38	115	10	6	7	2	2	2
940	Elderidge Academy for Males and Females.*	Elderidge, Pa	1876	1847	Rev. Alexander Donaldson, D. D.	Presb	3	0	66	58	8	60	35	6	25	0	4	0
941	Erie Academy*	Erie, Pa	1817	1823	H. A. Strong, A. M	Non-sect	3	5	157	72	85	150	7	25	....	....	....	....
942	St. Benedict's Academy	Erie, Pa	1868	1856	M. Dominica Rieder, O. S. B.	R. C	....	17	45	....	45	45	....	45	....	....	....	....
943	Keystone Academy	Factoryville, Pa	1868	1869	Rev. John H. Harris, A. M	Baptist	7	2	154	87	67	....	....	....	....	....	4	....
944	Collegiate Institute*	Germantown, Pa. (Philadelphia).	....	1854	George R. Barker, A. M	P. E	3	....	....	....	....	....	....	....	....	....	....	....
945	Friends' School	Germantown, Pa. (Green and School streets).	....	1861	Sallie J. Ackley	Friends	....	2	45	23	22	45	....	22	....	....	....	....
946	Germantown Day College	Germantown, Pa	....	....	....	R. C	....	....	21	21	....	....	....	....	....	....	....	....
947	Greensburgh Seminary for Young Ladies and Young Men.	Greensburgh, Pa	1874	1875	Rev. Lucian Cort, A. M	Reform'd	3	5	90	40	50	....	30	4	....	....	4	....
948	Hollidaysburgh Young Ladies' Seminary.	Hollidaysburgh, Pa	1866	1869	W. P. Hussey, A. M	Presb	2	8	65	....	65	....	....	20	....	....	....	....
949	Eclectic Institute	Jersey Shore, Pa	1852	1852	Rev. H. D. Patton, A. M	Presb	2	2	50	22	28	50	10	3	7	2	3	2

949	Eclectic Institute	Jersey Shore, Pa	1852	1852	Rev. H. D. Patton, A. M	Presb	2	2	50	22	28	50	10	3	7	2	3	2

950	Martin Academy*	Kennett Square, Pa		1873	A. W. Potter	Friends	1	2	70	36	34				1								
951	Pickering Institute	Kimberton, Pa		1880	Rev. J. R. Dimm, A. M	Ev. Luth	1	3	30	24	6	30	2		2								
952	Linden Hall Seminary*	Lititz, Pa	1863	1794	Rev. H. A. Brickenstein	Morav	2	8	58		58	15	2	13									
953	Lititz Academy	Lititz, Pa	1837	1822	F. D. Rickert and G. W. Hepp.	Morav	3		32	32		32	5	7	3		3						
954	St. Aloysius Academy	Loretto, Pa		1850	Mother M. de Sales Ihmsen, superior.	R. C		10	40		40												
955	Swithin C. Shortlidge's Media Academy for Boys.	Media, Pa		1866	Swithin C. Shortlidge, A. M	Non-sect	14		100	100		70	20	20	8	8							
956	Hazzard's Academy	Monongahela City, Pa		1866	Thomas L. Hazzard, A. M., M. D.	Non-sect	1	2	55	34	21	55	29	12	31		6	2					
957	Western Pennsylvania Classical and Scientific Institute.*	Mt. Pleasant, Pa	1873	1873	Rev. Johnston E. Walter	Baptist	1	5	59	35	24		15	4	12		2						
958	Laird Institute	Murrysville, Pa	0	1862	Rev. George M. Spargrove	Non-sect	2		50	30	20	38	12		12								
959	Nazareth Hall	Nazareth, Pa	1863	1785	Rev. Eugene Leibert	Morav	10		66	66		66	6	25	6								
960	Union Seminary	New Berlin, Pa	1880	1855	Aaron E. Gobble	Ev. Asso	2	2	71	55	16	43	7	8	4		2						
961	New Lebanon Institute	New Lebanon, Pa	0	1880	Erving L. Richardson, A. M	Non-sect	3	1	55	34	21	47	9	0	3	0	0	0					
962	Oakland Female Institute	Norristown, Pa		1847																			
963	Treemount Seminary	Norristown, Pa		1844	John W. Loch, A. M., PH. D	Non-sect	6	1	50	48	2	35	15	4	5	2	3	0					
964	Parkesburg Classical Institute*	Parkesburg, Pa		1857	M. R. Alexander, A. B																		
965	Academy of the Protestant Episcopal Church.	Philadelphia, Pa. (corner Locust and Juniper sts.).	1787	1785	Rev. James W. Robins, D.D., head master.	P. E	11		175	175													
966	Agnes Irwin's School	Philadelphia, Pa. (1834 Spruce street).		1866	Agnes Irwin		3	7	50		50		45	50									
967	Aldine Institute	Philadelphia, Pa		1869	Misses A. C. Webb and L. T. Scott.		2	9	40		40	40	10	37									
968	Miss Anable's School for Young Ladies.*	Philadelphia, Pa. (1350 Pine street).		1850	Misses L and H. I. Anable	Baptist	2	11	55		55												
969	Broad Street Academy*	Philadelphia, Pa. (337 S. Broad street).		1872	Edward Roth, A. M	R. C	8	5	95	95		95	60	75									
970	Classical Institute*	Philadelphia, Pa. (247 S. 13th street).		1830	Rev. J. W. Faires, D. D	Ref. P	3	0	60	60	0	6	54	9	54	3	6	1					
971	East Walnut Street Female Seminary.	Philadelphia, Pa. (1221 Walnut street).		1867	Mrs. Henrietta Kutz	Presb	9	4	40		40												
972	Friends' Girard Avenue School	Philadelphia, Pa. (Girard avenue and 17th street).	0	1872	Lizzie Pratt	Friends	0	5	113	50	63	113	0	0	0	0	0	0					
973	Friends' School*	Philadelphia, Pa. (4th and Green streets).			Martha Heacock	Friends		4	78	44	34	78											
974	Friends' Select School for Boys	Philadelphia, Pa. (820 Cherry street).		1823	John H. Dillingham	Friends	2	1	36	36		25	11		1	3		1					
975	Friends' Select School for Girls	Philadelphia, Pa. (127 N. 7th street).		1824	Margaret Lightfoot	Friends			50		50												
976	Girard College for Orphans	Philadelphia, Pa		1848	Wm. H. Allen, A. M., M. D., LL. D.	Non-sect	6	25	870	870	0	870	0	180	0	0	0	0					
977	Institute for Young Ladies	Philadelphia, Pa. (2045 Walnut street).			Miss D. B. Burt																		
978	Langton Select Academy	Philadelphia, Pa. (1613 Chestnut street).		1859	T. B. Langton		4																
979	Mt. St. Joseph Academy	Philadelphia, Pa. (Chestnut Hill).	1858	1858	Sisters of St. Joseph	R. C		12	60		60	60		60									
980	Philadelphia Seminary	Philadelphia, Pa. (1325 N. Broad street)		1871	Rebecca E. Judkins		2	7	93		93	93	21	90	1								

* From Report of the Commissioner of Education for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
981	Rittenhouse Academy	Philadelphia, Pa. (northeast corner 18th and Chesnut streets).	0	1854	De Benneville K. Ludwig, A. M.	Non-sect	5	0	50	50	....	16	32	0	....	....	4	....
982	R. S. Ashbridge's School for Girls*	Philadelphia, Pa. (145 N. 20th street).	.....	1875	Rachel S. Ashbridge	Friends	1	2	18	....	18	13	5	18	....	....	....	....
983	Schleigh Academy	Philadelphia, Pa. (18th street and Girard ave.).	.....	1877	Miss F. M. Schleigh	....	....	....	....	....	....	....	....	....	....	....	....	....
984	School for Young Ladies*	Philadelphia, Pa. (1733 Filbert street).	.....	1867	Annie and Sarah Cooper	Friends	3	5	58	....	58	51	7	58	....	....	....	....
985	Supplee Institute for Young Ladies	Philadelphia, Pa. (1713 Spruce street).	.....	1855	Rev. Enoch H. Supplee, A. M.	P. E	3	4	40	....	40	40	30	35	....	....	....	....
986	Ury House School	Philadelphia, Pa. (Fox Chase P. O.).	.....	1863	Mrs. Jane Crawford	P. E	5	1	46	46	0	28	14	....	10	6	5	2
987	West Chestnut Street Institute	Philadelphia, Pa. (4035 Chestnut street).	.....	.....	Mrs. J. A. Bogardus	Presb	1	6	40	....	40	....	....	....	....	....	....	....
988	West Chestnut Street Seminary	Philadelphia, Pa. (1707 Chestnut street).	.....	1878	Miss M. B. Cochran	Meth	2	7	53	....	53	53	....	40	....	....	....	....
989	William Penn Charter School	Philadelphia, Pa. (8 S. 12th street).	1711	1689	Richard M. Jones, M. A	Friends	2	5	110	110	....	....	....	....	....	....	8	2
990	Young Ladies' Academy and Select School for Children.	Philadelphia, Pa. (1313 Poplar street).	.....	1851	Miss Mary Ann Fisher	P. E	2	3	25	10	15	25	....	....	....	....	....	....
991	The Bishop Bowman Institute	Pittsburgh, Pa	....	1866	1862	Rev. Robert J. Coster, A. M	P. E	3	4	92	....	92	22	42	28	....	....	....	....
992	St. Mary's Academy	Pittsburgh, Pa	.....	.....	Mother M. Stanislaus, directress.	R. C	....	6	120	....	120	....	....	....	....	....	....	....

993	St. Ursula's Academy	Pittsburgh, Pa			Mother M. Alphonse, superior.	R. C		9	45		45										
994	Cottage Seminary for Young Ladies	Pottstown, Pa		1850	George G. Butler, A. M	Non-sect	2	5	28		28	28	4	10							
995	Reid Institute	Reidsburg, Pa	1802	1804	C. A. Gilbert, A. M	Baptist	1	2	65	30	35	61	4		3						
996	Ridley Park Seminary	Ridley Park, Pa			Rev. John Wilson, A. M., PH. D.	Non-sect															
997	Clarion Collegiate Institute	Rimersburg, Pa	1859	1858	Rev. J. J. Pennepacker, A. M	Ref. Ger	2	1	31	15	16										
998	Classical department of Missionary Institute.	Selin's Grove, Pa	1858	1858	Rev. P. Born, D. D	Luth	3	1	95	75	20	55	40		25		5				
999	Sewickley Academy	Sewickley, Pa	0	1838	John Way, jr., sup't		4	5	118	49	69	46	14								
1000	Academy of the Holy Child Jesus	Sharon Hill, Pa	1866	1864	Mother Mary Walburga, superior.	R. C		9	41		41	41									
1001	Cheltenham Academy	Shoemakertown, Pa	0	1871	Rev. Dr. Samuel Clements, A. M.	P. E	7	0	51	51	0										
1002	Stewartstown English and Classical Institute.	Stewartstown, Pa		1855	Henry Thomas Dawson, PH. B	Non-sect	1	1	60	32	28	56	4		4						
1003	Toughkenamon Boarding School	Toughkenamon, Pa		1867	Hannah M. Cope	Friends		4	40		40										
1004	Susquehanna Collegiate Institute	Towanda, Pa	1850	1854	Edwin E. Quinlan, A. M	Presb	3	5	244	181	63	170	44		18		3				
1005	Washington Hall Collegiate Institute.	Trappe, Pa		1830	Abel Rambo, A. M		3	2	85	45	40	80	9	9	4						
1006	Unionville Academy	Unionville, Pa	0	1834	A. A. Meader	Non-sect	1	0	25	11	14	25	4	2	0	0	0	0			
1007	Trinity Hall	Washington, Pa		1879	Rev. Samuel Earp, PH. D	P. E	4	1	44	44											
1008	Darlington Seminary for Young Ladies.	West Chester, Pa		1854	Richard Darlington, jr	Friends	1	5	60		60	60	20	15	3		2				
1009	Miss Smith's Family and Day School.*	West Chester, Pa		1876	Miss Lydia V. Smith	Non-sect	1	3	14		14	14		12							
1010	Home School for Girls	West Philadelphia, Pa. (3511 Hamilton street).		1870	Mrs. Annie M. Sutton		3	5	50		50	50	10	50							
1011	Mrs. Lucretia M. B. Mitchell's School for Girls.	West Philadelphia, Pa. (315 N. Thirty-fifth st.).		1877	Mrs. Lucretia M. B. Mitchell	Friends		7	45	5	40			20							
1012	Rawlins' West Philadelphia Academy.	West Philadelphia, Pa. (4039 Baltimore ave.).		1875	James Morgan Rawlins, A. M	Presb	1	1	6	5	1	2	3	1	2	1	1	1			
1013	Westtown Boarding School*	Westtown, Pa. (Street Road Station).	1799	1799	Benjamin W. Passmore, sup't	Friends	6	6	a182	a115	a67	113	54								
1014	Williamsport Dickinson Seminary.*	Williamsport, Pa	1848	1848	Rev. Edward J. Gray, A. M	M. E	7	4	158	92	66		30	80	1	2					
1015	York County Academy*	York, Pa	1799	1788	G. W. Ruby	Non-sect	2		65	65		65	17		9	1	3				
1016	School of St. John the Evangelist.	Barrington Centre, R. I		1880	Rev. William M. Chapin	P. E	1		20	10	10	16	4								
1017	Family and Day School for Girls	Newport, R. I		1874	Mrs. Helena L. Gilliat	P. E		4	25		25	25	15	25							
1018	Island High School*	New Shoreham (Block Island), R. I.		1876	Charles E. Perry	Non-sect	1	0	28	12	16	28	4	0	1	0					
1019	Female Academy of the Sacred Heart.	Providence, R. I	1873	1872	Ellen White, superior	R. C		14	47		47	47		47							
1020	Friends' New England Boarding School.	Providence, R. I	1823	1819	Augustine Jones, A. M	Friends	10	7	198	114	84	100	70	50	30	10	7	1			
1021	St. Mary's Young Ladies' Seminary.*	Providence, R. I. (Bayview, box 866).	0	1874	Mother M. Leo	R. C		8	44		44	44	18	28	10						
1022	Polytechnic and Industrial Institute.	Bluffton, S. C	1880	1878	Rev. J. Douglas Robertson	Non-sect	5	3	266	156	110	266	5		5						
1023	Wallingford Academy b	Charleston, S. C	1868	1865	Rev. Thomas A. Grove	Presb	2	4	433	256	177	408	16	9	4	8	0	1			

* From Report of the Commissioner of Education for 1879.

a Attendance during winter.

b These statistics are for 1879.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1024	Brainerd Institute	Chester, S. C	.....	1871	Rev. S. Loomis, A. M	Presb	2	3	a300	.....	.....	43	6	....	5	....	0	....
1025	Clinton High School	Clinton, S. C	.....	.....	W. S. Lee, A. M	Presb	1	2	81	(81)		.....	.....	.....	.....	.....	.....	.....
1026	Benedict Institute	Columbia, S. C	0	1870	Rev. E. J. Goodspeed, D. D	Baptist	5	5	196	100	96	184	12	.....	.....	.....	.....	.....
1027	Gowensville Seminary	Gowensville, S. C	0	1859	Wilton Thruston	Non-sect	1	1	78	42	36	78	1	0	1	0	0	0
1028	Brewer Normal School	Greenwood, S. C	.....	.....	J. D. Backenstose	Cong	1	.....	75	.....	.....	.....	.....	.....	.....	.....	.....	.....
1029	Lexington High School*	Lexington, S. C	.....	1875	W. D. Schoenberg	Non-sect	2	....	54	30	24	54	39	31	14	....	3	....
1030	Reidville Female College*	Reidville, S. C	1858	1857	Robert P. Smith, A. M	Presb	1	4	80	.....	80	80	25	....	8	....	20	....
1031	Male Academy	Williamston, S. C	.....	1848	Walter W. Brown, A. M	Non-sect	1	....	45	45	.....	45	7	0	.....	.....	.....	.....
1032	Masonic Male and Female Academy.	Alexandria, Tenn	1857	1857	H. L. W. Gross	Non-sect	2	1	150	100	50	50	12	.....	.....	.....	.....	.....
1033	Sullins Female College*	Bristol, Tenn	1874	1868	Rev. D. S. Heaton, A. M	Meth	3	4	165	30	135	165	25	0	.....	.....	.....	.....
1034	Enon Seminary *b*	Butler, Tenn	1868	1869	Rev. Joseph H. Crouch	Baptist	2	2	60	35	25	50	10	0	2	.....	1	.....
1035	Cairo Institute	Cairo, Tenn	.....	.....	Rev. M. T. Brown	Meth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1036	Centreville High School	Centreville, Tenn	1842	1842	William H. Gardiner	Non-sect	1	1	22	10	12	22	1	0	1	0	0	0
1037	Chapel Hill Academy	Chapel Hill, Tenn	.....	1855	Simeon V. Wall	Non-sect	1	2	67	36	31	40	28	.....	.....	.....	.....	.....
1038	Charleston Academy*	Charleston, Tenn	1874	1874	J. M. Gurnard and Watts Macpherson.	Non-sect	2	0	56	30	26	56	15	0	0	0	1	0
1039	Chatata Seminary	Chatata, Tenn	.....	1874	W. L. Cate	Baptist	1	.....	90	55	35	90	.....	.....	2	.....	.....	.....
1040	Chattanooga Female Seminary*	Chattanooga, Tenn	.....	1879	Rev. William A. Rogers, A. M	.....	2	2	35	.....	35	27	8	6	.....	.....	.....	.....
1041	Clarksville Female Academy	Clarksville, Tenn	1846	1846	Rev. J. R. Plummer, A. M	Meth	2	8	80	.....	80	80	.....	.....	.....	.....	.....	.....
1042	Flag Pond Seminary	Clear Branch, Tenn	.....	1866	J. Q. Tilson	Baptist	1	1	75	50	25	30	25	20	25	15	0	5
1043	Cane Creek Academy	Cog Hill, Tenn	1870	1869	Rev. John H. Brunner	Non-sect	2	2	135	75	60	130	10	30	.....	.....	10	2
1044	Tipton Female Seminary	Covington, Tenn	1852	1855	George D. Holmes, A. M	Non-sect	1	3	110	10	100	110	12	2	.....	.....	.....	.....
1045	Culleoka Institute*	Culleoka, Tenn	1868	....	W. R. Webb, A. M., and J. M. Webb, A. M.	Meth	3	....	156	150	6	150	112	12	25	20	10	....
1046	Hatchie Academy	Durhamville, Tenn	0	1880	Isaac L. Case, A. M	Non-sect	1	....	23	11	12	20	3	0	0	0	0	0
1047	Masonic Institute	Fall Branch, Tenn	.....	1879	Lilburn Lee Dye	Non-sect	1	2	93	60	33	93	50	15	12	10	4	....

1047	Masonic Institute	Fall Branch, Tenn		1879	Lilburn Lee Dye	Non-sect	1	2	93	60	33	93	59	15	12	10	4	....
1048	Friendsville Institute	Friendsville, Tenn	0	1855	Ervin G. Taber and Franklin Elliott.	Friends	1	2	70	41	29	70	2	..	2	....	2	....
1049	Edwards Academy	Greeneville, Tenn	1879	1877	S. C. Hanson	U. Br	1	3	82	52	30	29	1	6	1	....	1	....
1050	Henderson Masonic Male and Female Institute.	Henderson, Tenn			G. M. Savage, chairman		4	6	149		(149)		....	....	....	....	....	....
1051	West Tennessee Seminary	Hollow Rock, Tenn	1879	1877	Rev. J. E. Cole	M. E	1	1	94	53	41	94	....	....	....	....	....	....
1052	Odd Fellows' Male and Female College.	Humboldt, Tenn	1871	1872	J. W. Conger, A. B	Non-sect	2	4	300	150	150	....	....	....	....	....	....	....
1053	Huntingdon High School*	Huntingdon, Tenn		1877	E. E. Weir, A. B	Non-sect	1	1	60	30	30	60	....	3	....	....	2	....
1054	Sam Houston Academy	Jasper, Tenn	1855	1856	A. F. Moore	Non-sect	3	1	210	98	112	198	12	0	....	....	....	....
1055	Martin Academy	Jonesboro', Tenn		1879	Rev. W. G. Barker		1	2	105	65	40	91	10	4	3	....	....	....
1056	Greenwood Seminary	Near Lebanon, Tenn		1852	Mrs. N. Lawrence Lindsley	Non-sect	....	3	28	....	28	28	5	10	....	....	....	....
1057	Masonic Academy*	Liberty, Tenn	1879	1869	J. F. Turner		1	1	75	35	40	63	12	....	4	....	....	....
1058	Savannah Grove Academy	Long Savannah, Tenn	..	1873	William F. Anderson	Non-sect	2	....	80	50	30	80	....	....	....	....	6	....
1059	Lynchburg Male and Female Academy.	Lynchburg, Tenn	1867	1867	J. B. Miller		1	1	53	26	27	....	....	8	8	4	....	....
1060	Waters and Walling College	McMinnville, Tenn	1879	1870	H. B. Northcut	Campb	2	1	105	63	42	105	5	0	....	....	6	0
1061	Martin Male and Female Academy	Martin, Tenn	1875	1874	W. E. Bowden	Non-sect	....	2	95	45	50	85	10	10	15	5	3	....
1062	West Tennessee Preparatory School.	Mason, Tenn	....	1877	C. E. Alexander	Meth	1	1	104	59	45	104	....	....	....	....	4	....
1063	Miss Higbee's School	Memphis, Tenn	....	1879	Miss Jenny M. Higbee	Non-sect	1	7	146	6	140	116	15	15	15	....	....	....
1064	Memphis Institute	Memphis, Tenn	....	1879	L. G. Tyler, M. A		2	....	60	60	....	....	....	....	4	....	....	....
1065	St. Mary's School	Memphis, Tenn	....	1873	Sisters of St. Mary	P. E	1	6	50	....	50	50	25	50	....	....	....	....
1066	Fairmount	Mont Eagle, Tenn	1872	1873	Mrs. H. B. Kells	P. E	4	6	45	....	45	45	7	45	7	....	....	....
1067	Morristown Female High School	Morristown, Tenn	....	1867	Rev. T. P. Summers, A. M		2	2	80	....	80	....	....	....	....	....	....	....
1068	Mt. Pleasant Male and Female Academy.	Mount Pleasant, Tenn	1867	....	S. A. R. Swann	Non-sect	1	3	61	25	36	50	10	2	0	0	0	0
1069	Edgefield Male Academy*	Nashville, Tenn	1880	1865	James F. Lipscomb	Non-sect	2	....	50	50	....	25	25	18	....	....	....	....
1070	Montgomery Bell Academy	Nashville, Tenn	....	1866	Joseph W. Yeatman, M. A	Non-sect	3	....	90	90	....	....	....	....	....	....	....	....
1071	Nashville Academy*	Nashville, Tenn	....	....	M. M. O'Bryan	Presb	....	....	75	....	75	....	....	....	....	....	....	....
1072	Alpine Academy	Nettle Carrier, Tenn	....	1880	J. M. Coulson, A M		3	3	142	94	48	142	....	....	8	....	....	....
1073	Southern Union Normal School*	Newbern, Tenn	1873	....	S. L. Cockroft, A. M	Non-sect	3	2	240	130	110	0	3	4	15	56	....	2
1074	Union Seminary	Newbern, Tenn	....	....	H. A. Dean	Non-sect	1	4	140	65	75	120	20	....	6	5	....	....
1075	Holston Seminary	New Market, Tenn	1838	1838	S. P. Fowler, A. M	M. E	3	2	130	72	58	115	15	....	15	30	2	....
1076	Oak Hill Collegiate Institute*	Norris Creek, Tenn	1868	1868	P. Himebaugh	Non-sect	1	2	150	80	70	140	10	10	..	0	0	0
1077	Bledsoe Institute	Orme's Store, Tenn	....	1873	A. C. Muncie		1	....	65	30	35	65	....	....	....	....	4	....
1078	Mrs. Dr. Milam's School for Girls	Paris, Tenn	0	1878	Mrs. Dr. Milam	Meth	0	2	55	15	40	40	2	3	3	....	2	....
1079	Paris Male High School	Paris, Tenn	0	1840	T. H. M. Hunter, A. B	Non-sect	1	1	40	40	....	40	7	0	..	....	2	0
1080	The Mrs. S. H. Welch High School	Paris, Tenn	1877	1869	Mrs. S. H. Welch	Non-sect	1	1	81	35	46	81	8	....	12	20	....	....
1081	People's College	Pikeville, Tenn	1872	1872	Rev. W. B. Stradley, A. M	M. E. So	2	3	120	62	58	120	20	9	....	....	....	....
1082	Arlington Academy	Powder Spring Gap, Tenn	1880	1879	George Patton	Non-sect	1	0	50	30	20	50	10	0	0	0	4	0
1083	Clear Spring Academy	Rheatown, Tenn	1849	1849	J. E. L. Seneker	Cumb. Presb.	3	....	71	46	25	....	9	2	7	....	5	....
1084	Sequatchie College*	Roberson's Cross-Roads, Tenn.	1858	1858	W. E. Stephens	Non-sect	2	3	110	60	50	70	40	10	20	10	30	5
1085	Madison Academy	Rutledge, Tenn	1840	1840	J. M. Davidson	Non-sect	2	1	125	75	50	75	25	25	25	....	10	....
1086	Hardin College	Savannah, Tenn	1879	1879	W. D. Wills, A. M., president		2	2	122		(122)		....	....	....	....	....	....
1087	Collegiate Institute*	Shelbyville, Tenn	....	1852	Rev. John H. Thompson	Non-sect	1	5	100	20	80	100	30	4	....	....	....	....

* From Report of the Commissioner of Education for 1879.

a Includes normal students.

b School reopened February, 1880, after several years' suspension, and closed at the end of twenty weeks.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1880, *&c.*— Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1088	Fulton Academy	Smithville, Tenn	.....	.....	P. A. Pearson	.....	1	1	65	35	30	60	5	....	15	.....	.....	....
1089	Nourse Seminary	Sparta, Tenn	1853	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1090	White Seminary	Sparta, Tenn	.....	.....	J. D. Hensley	M. E. So.	1	1	65	30	35	.....	0	0	0	0	1	0
1091	Tazewell College	Tazewell, Tenn	1840	.....	B. G. Manard	Non-sect	4	2	202	130	72	182	20	.....	.....	.....	.....	.....
1092	Pleasant Grove Seminary*	Tyner's, Tenn	1880	1874	Perry A. Wall	Non-sect	2	0	85	50	35	85	0	0	2	0	.....	.....
1093	Washington College	Washington College, Tenn	1796	1796	Rev. J. E. Alexander	Presb	2	2	45	25	20	35	10	.....	.....	.....	.....	.....
1094	Woolsey's College	Woolsey's College, Tenn	0	1875	H. H. Ruble	.....	1	1	65	35	30	65	.....	.....	.....	.....	.....	.....
1095	Texas German and English Academy.	Austin, Tex	.....	1877	Jacob Bickler, A. M	Non-sect	5	....	92	92	....	82	10	64	4	28	.....	1
1096	West Texas Conference Seminary	Austin, Tex	.....	.....	.....	M. E	a3	....	101	.....	.....	.....	.....	.....	.....	.....	.....	.....
1097	Live Oak Seminary	Near Brenham, Tex	0	1853	Rev. J. W. Miller, D. D	Presb	1	2	45	20	25	39	6	0	5	2	2	....
1098	Corpus Christi Military and Commercial Academy.*	Corpus Christi, Tex	.....	1878	Capt. William H. Colt	Non-sect	2	0	27	27	0	27	5	5	1	0	.....	.....
1099	Corsicana Female College	Corsicana, Tex	.....	1879	A. J. Robert, A. M., LL. B	.....	4	3	83	.....	83	.....	.....	.....	.....	.....	.....	.....
1100	Gonzales Male and Female School	Gonzales, Tex	0	1855	P. H. Hensley	Non-sect	1	1	55	25	30	55	4	0	2	.....	0	0
1101	Sabine Valley University*	Hemphill, Tex	1879	1877	Rev. W. M. Reese, president of board of trustees.	Non-sect	5	2	119	65	54	20	12	....	40	47	22	....
1102	Homer Male and Female High School.	Homer, Tex	.....	1880	C. D. Snead	.....	1	2	100	.....	.....	.....	.....	.....	.....	.....	.....	.....
1103	Lancaster Masonic Institute	Lancaster, Tex	.....	1876	W. E. Clark and C. M. Lyon	Non-sect	2	....	60	20	40	58	2	....	2	....	20	.....
1104	Ursuline Academy	Laredo, Tex	.....	.....	Madame de St. Claude, superior.	R. C	.....	.....	101	.....	101	.....	.....	.....	.....	.....	.....	.....
1105	Linn Flat Academy	Linn Flat, Tex	.....	1876	George I. Watkins	.....	1	1	45	25	20	42	2	....	2	4	2	.....
1106	Wiley University	Marshall, Tex	0	1873	Rev. W. H. Davis	M E	2	1	216	109	107	.....	.....	.....	.....	.....	.....	.....
1107	Mexia Polytechnic Institute	Mexia, Tex	1880	1876	Milton Park	Non-sect	3	4	161	81	80	117	33	11	33	30	4	2
1108	Hubbard College	Overton, Tex	.....	1880	W. M. Crow, A. M	Non-sect	2	2	170	90	80	170	10	4	12	10	.....	.....

1109	Alamo German and English School	San Antonio, Tex		1874	William Schuwirth	Non-sect	1		65	35	30	65		65				
1110	Alamo Military and Commercial Academy.	San Antonio, Tex		1880	Capt. W. H. Colt													
1111	German-English School	San Antonio, Tex	1860	1857	William Barbeck		3	3	210	110	100	210		210				
1112	St. Mary's Hall	San Antonio, Tex		1880	Philippa G. Stevenson	P. E	2	5	42	0	42		0	6	0	1	1	0
1113	St. Mary's Institute	San Antonio, Tex	0	1852	Brother Charles Francis	R. C	15	0	290	290	0			200	5			
1114	Ursuline Convent	San Antonio, Tex		1851	Mother Mary Magdalen	R. C		15	160		160	150	20	100				
1115	Coronal Institute	San Marcos, Tex	1879	1869	R. O. Roumsavall, A. M	Meth	3	5	232	92	140	232	47	2				
1116	Add Ran College	Thorp's Spring, Tex	1873	1873	A. Clark		7	3	297	180	117	120	40	12				
1117	East Texas University	Tyler, Tex		1878	I. R. Dean	Non-sect	3		75	75		30	15	2	25			
1118	St. Joseph's College and Diocesan Seminary.	Victoria, Tex			Rev. F. Weyr, president	R. C												
1119	McIndoes Falls Academy	Barnet, Vt	1850	1857	George W. Bailey, A. B	Cong	3	3										
1120	Barre Academy	Barre, Vt	1849	1852	Jacob S. Spaulding, A. M., LL. D.	Cong	4	3	166	105	61			20	5	4		0
1121	Goddard Seminary	Barre, Vt	1863	1870	Henry Priest	Univ	5	6	93	49	44	24	10	15	10	6	4	2
1122	Mt. Anthony Seminary	Bennington Centre, Vt		1830	George W. Yates, A. M	Non-sect	2	2	25	25	0	25	8	5				
1123	Bristol Academy*	Bristol, Vt	1855	1855	Leicester F. Benton, A. M	Non-sect	1	2	103	47	56	103	18	0	5	0	3	0
1124	Vermont Episcopal Institute	Burlington, Vt	1857	1860	Rev. Theodore A. Hopkins, A. M.	P. E	3	1	40	37	3	40	36	2	4	8	1	3
1125	Derby Academy	Derby, Vt	1839	1839	Charles A. Chase, A. B	Baptist	2	4	140	64	76	105	35	5	8			
1126	Essex Classical Institute*	Essex, Vt	1854	1854	William A. Deering, A. M	Non-sect	2	3	245	120	125	45	30	5	2	28	4	2
1127	New Hampton Institution	Fairfax, Vt		1825	W. A. Buxton													
1128	Orleans Liberal Institute*	Glover, Vt	1845	1845	Henry Babcock	Univ	1	2	68	18	45	68	2	0	0	0	0	0
1129	Hardwick Academy*	Hardwick, Vt	1860	1861	J. H. McLoud	Non-sect	1	2	135	70	65	129	6	0	2	0	2	3
1130	Champlain Hall	Highgate, Vt	0	1877	Rev. Josiah Swett, D. D	P. E	2	1	75	30	45	75	4	4	0	0	0	0
1131	Lamoille Central Academy	Hyde Park, Vt			H. M. McFarland	Non-sect	1	1	88	43	45	86	2	0	0	0	0	0
1132	Jericho Academy b	Jericho Centre, Vt			Mrs. J. W. Hart	Non-sect		1	23	12	11	23	2	0	0	0	0	0
1133	Black River Academy	Ludlow, Vt	1834	1834	Charles G. Farwell, A. M	Baptist	1	5	143	71	72	30	12		12		2	
1134	Lyndon Literary Institution	Lyndon Centre, Vt	1867	1870			a3		96									
1135	Montpelier Union School and Washington County Grammar School.	Montpelier, Vt	1813	1814	J. Raymond Brackett	Non-sect	1	8	381	168	213	358	23	39	15	13	5	11
1136	Montebello Institute*	Newbury, Vt		1873	Mrs. Mary E. Bridgman	Cong	1	2	30	16	14			5				
1137	Beeman Academy	New Haven, Vt	1869	1869	C. C. Gove, A. M	Non-sect	2	2	90	50	40	60	24	6	15	2	4	
1138	Caledonia County Grammar School.	Peacham, Vt	1795	1797	C. A. Bunker, A. M	Non-sect	1	4	114	54	60	82	32	0	8	0	0	0
1139	Troy Conference Academy	Poultney, Vt	1834	1837	Rev. C. H. Dunton, A. M	M. E	5	6	175	90	85	105	48	22	35		4	
1140	Rural Home*	Pownal, Vt		1869	Rev. J. M. Bachelder, A. M	Non-sect	1	1	8	8	0	8	2		2	0	0	0
1141	Villa Barlow Boarding and Select School of the Sisters of Notre Dame.	St. Albans, Vt		1870	Sister St. Wilfrid	R. C		8	200		200	200		200				
1142	St. Johnsbury Academy	St. Johnsbury, Vt	1842	1843	Rev. Homer T. Fuller, PH. D	Non-sect	5	6	232	115	117	102	130	25			15	
1143	Vermont Academy	Saxton's River, Vt		1876	Horace M. Willard, A. M	Baptist	4	5	136	76	60	81	36	30	36		4	
1144	Shoreham Central High School	Shoreham, Vt		1811	A. B. Cole	Non-sect	1	2	125	50	75	80	20	25	2	0	0	0
1145	Green Mountain Perkins Academy.*	South Woodstock, Vt	1848	1848	Norman P. Wood, A. M	Univ	3	2	78	53	25	58	20	1	6	0	0	0
1146	Thetford Academy and Boarding School.	Thetford, Vt	1819	1819	David Turner, A. M	Cong	1	1	112	54	58			8	1	0	0	
1147	Leland and Gray Seminary	Townshend, Vt					a3		115									

* From Report of the Commissioner of Education for 1879.

a Sex not reported.

b These statistics are for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1148	Bell Institute	Underhill, Vt	1852	1852	Davis R. Dewey	C'ng & M	1	1	72	40	32	72	30	....	10	2	4	1
1149	Glenwood Classical Seminary*	West Brattleboro', Vt	1876	1861	Clarence E. Blake, A. M.*	Non-sect	1	4	60	(60)		60	8	0	2	0	0	0
1150	School of the Bluestone Mission	Abbyville, Va	.....	1880	E. P. McLean, M. D	U. Presb	1	3	245	104	141	245	....	....	....	....	....	....
1151	Abingdon Male Academy	Abingdon, Va	1823	1823	R. P. Carson	Non-sect	1	0	40	40	0	24	16	6	10	2	4	....
1152	Alexandria Academy	Alexandria, Va	.....	1880	William H. Greenwell	....	1	1	90	90	....	90	3	....	0	0	0	0
1153	Belle Haven Institute	Alexandria, Va	.....	1859	Giles A. Penick	Non-sect	3	2	60	....	60	40	25	15	....	....	....	....
1154	Clarens Home School	Near Alexandria, Va	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1155	Episcopal High School of Virginia	Near Alexandria, Va	0	1839	L. M. Blackford, M. A	P. E	5	0	86	86	0	....	....	....	17	5	10	3
1156	Potomac Academy	Alexandria, Va	.....	1869	John S. Blackburn	....	2	....	38	38	....	38	20	11	....	....	....	....
1157	St. John's Academy	Alexandria, Va	0	1831	Richard L. Carne, A. M	R. C	3	....	77	77	....	50	27	....	4	1	....	2
1158	St. Mary's Academy	Alexandria, Va	.....	1869	Sister Laocadia, superior	R. C	....	8	95	....	95	....	....	....	....	....	....	....
1159	Mount Pisgah Academy	Aylett's, Va	.....	1871	Miss F. Page Robinson	Non-sect	....	3	11	....	11	11	8	10	3	4	2	1
1160	Yeates' Lower Free School *a*	Belleville, Va	1803	1731	A. P. Gomer	Non-sect	1	0	26	15	11	26	....	....	....	....	....	....
1161	Yeates' Upper Free School *a*	Belleville, Va	1803	1731	.....	Non-sect	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1162	Bethel Classical and Military Academy.	Bethel Academy P. O., Va.	0	1869	Maj. A. G. Smith	Non-sect	7	....	65	65	....	33	27	18	15	....	7	....
1163	Pantops Academy	Near Charlottesville, Va	.....	.....	Rev. E. Woods	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1164	Piedmont Female Institute*	Charlottesville, Va	.....	1855	Rev. and Mrs. R. K. Meade	P. E	1	6	50	....	50	50	0	20	....	....	....	....
1165	Thyne Institute	Chase City, Va	.....	1876	J. J. Ashenhurst	U. Presb	1	2	251	126	125	251	....	....	....	....	....	....
1166	Elk Creek Academy *b*	Elk Creek, Va	.....	1869	.....	Meth. So	1	1	60	35	25	55	5	0	3	0	2	0
1167	Gordonsville Female Institute	Gordonsville, Va	1878	1878	W. R. Vaughan, A. M., M. D	....	2	5	70	....	70	70	17	19	....	....	....	....
1168	Villanova Academy	Lewinsville, Va	.....	1878	Andrew J. Shipman, A. B	R. C	2	..	19	10	9	13	5	7	2	....	1	....
1169	Locust Dale Academy	Locust Dale, Va	.....	1858	P. Major	....	3	....	....	....	....	35	20	10	10	3	4	....
1170	Leache-Wood Seminary*	Norfolk, Va	1880	1871	Misses Leache and Wood	Non-sect	2	9	125	0	125	25	75	60	....	....	....	....
1171	St. Mary's Female Academy*	Norfolk, Va	1852	1848	Sisters of Charity	R. C	....	5	....	....	....	....	....	....	....	....	....	....

1172	Webster Military Institute	Norfolk, Va	0	1869	N. B. Webster	Non-sect	3		60	60		60	25						
1173	Academy of the Visitation, Monte Maria.*	Richmond, Va. (Grace street, bet. 22d and 23d).	1868	1866	Sister M. Baptista Hitselberger.	R. C		10	70		70	70		20					
1174	Richmond Institute	Richmond, Va	1876	1867	Rev. Charles H. Corey, A. M.	Baptist	4		94	94									
1175	Hoover's Select High School*	Staunton, Va			H. L. Hoover		4												
1176	Suffolk Collegiate Institute	Suffolk, Va	1872	1872	P. J. Kernodle, A. M	Christi'n	3	2	106	53	53	24	18	8					
1177	Suffolk Female Institute*	Suffolk, Va	1880	1869	Sally A. Finney	Meth		6	87		87	65	15	20					
1178	Fairfax Hall	Winchester, Va		1869	Miss Mary E. Billings	Presb	1	8	100	10	90	100	20	30	1	1			
1179	Prince Edward Academy*	Worsham, Va	1874	1873	James R. Thornton, A. B	Non-sect	1		25	25		13	22	7	20	10	6	0	
1180	St. Mary's Academy	Charleston, W. Va		1871	Sister Mary Vincent	R. C		4	45	22	23								
1181	Academy of the Sisters of St. Joseph.	Clarksburg, W. Va		1873	Mother M. Liguori, superioress.	R. C		5	90										
1182	French Creek Institute	French Creek, W. Va	1871	1871	C. E. Bailey		1	1	28	13	15								
1183	Academic department of Storer College.	Harper's Ferry, W. Va	1868	1867	N. C. Brackett	F. Bap	2	3	206	101	105	206	30	2	20				
1184	Morgantown Female Seminary	Morgantown, W. Va		1854	Mrs. J. R. Moore	Non-sect		4	30		30	30	8						
1185	Wheeling Female Academy	Mt. de Chantal, near Wheeling, W. Va.		1848	Sister Mary Agnes Gubert, directress.	R. C			c97		c97								
1186	St. Alphonsus' School*	Wheeling, W. Va			Sisters of St. Joseph	R. C	0	5	180	50	130				0				
1187	St. Joseph's Academy	Wheeling, W. Va			Sister M. St. John, directress	R. C		*	170		170								
1188	Seguin Collegiate Institute	Wheeling, W. Va		1868	Miss Pauline H. Seguin	Non-sect	1	3	75		75	75	6	10					
1189	Ecclesiastical College of St. Lawrence of Brundusium.	Calvary, Wis			Rev. P. Ægidius Halsband, O. M. C., rector.	R. C			88	88									
1190	Elroy Seminary*	Elroy, Wis	1873	1874	Rev. F. M. Washburn, A. M	U. Breth	2	2	90	49	41	82	8		8	10	3		
1191	Fox Lake Seminary (academy)	Fox Lake, Wis		1875	S. O. Sheppard														
1192	College of the Mission House	Franklin, Wis	1868	1860	H. A. Muehlmeier	Ref	6		60	60		10	40	50	7		12		
1193	Lake Geneva Seminary	Geneva, Wis	1871	1869	Mrs. Julia A. Warner	Non-sect	3	5	93	31	62	74	19	9					
1194	Janesville English Academy	Janesville, Wis		1880	J. B. Silsbee		4	2	35	20	15	35			6	10			
1195	Monona Academy	Madison, Wis		1876	J. J. Anderson	Ev.Luth	d6		76	33	43								
1196	Dupont Academy	Marion, Wis			Julia F. Bliss	Cong		1											
1197	Marshall Academy	Marshall, Wis		1869	F. W. Denison	Nor. L'th	d4		32	18	14	14	11	7					
1198	German and English Academy	Milwaukee, Wis	1849	1849	I. Keller	Non-sect	9	6	262	150	112	262	62	262					
1199	St. Mary's Day School c	Milwaukee, Wis	1869	1850	Sister Mary Ernesta, S.S. de N. D.	R. C	2	16	220		220	139	21	142					
1200	St. Mary's Institute	Milwaukee, Wis	1869	1850	Sister M. F. Seraphica, S.S., N. D.	R. C	4	18	121	0	121	113	18	101					
1201	Oconomowoc Seminary*	Oconomowoc, Wis	1856	1856	Grace P. Jones	P. E		4	25		25	25	3	10	0	0	0	0	
1202	College of the Sacred Heart	Prairie du Chien, Wis		1880	Rev. William Becker, S. J	R. C													
1203	St. Mary's Institute*	Prairie du Chien, Wis	1877	1872	Sister M. Patritia	R. C		16	240		240								
1204	The Home School	Racine, Wis		1877	Mary S. McMurphy	P. E	d10		63		63	57	6	7					
1205	St. Catharine's Female Academy	Racine, Wis	1874	1866	Sister M. Hyacintha, O. S. D	R. C	3	9	106		106	25	10	40					
1206	Rochester Seminary	Rochester, Wis	1867	1867	A. E. Schaub, A. B	F.W.Bap	2	2	107	59	48	29	7	16	1	3	3	5	
1207	Seminary of St. Francis of Sales	St. Francis Station, Wis		1856	A. Zeininger	R. C	12		254	254		170	170	170			35		
1208	Sharon Academy	Sharon, Wis		1866	O. W. Jack	Non-sect	1		35	25	10	35							
1209	Big Foot Academy	Walworth, Wis	0	1857	Prof. O. Eugene Larkin, A. B	S. D. Bap	1	1	78	51	27	74	4	0	5				
1210	College of Our Lady of the Sacred Heart.	Watertown, Wis			Rev. Christopher Kelly, C. S. C., president.	R. C	12												
1211	Academy of the Visitation*	Georgetown, D. C		1790		R. C			117		117								

* From Report of the Commissioner of Education for 1879.

c The Yeates' schools are about six miles apart; they have the same board of trustees and are supported by private endowment.

b Not in session after June, 1880; to be reopened September, 1881.

c These figures are for 1878–'79.

d Sex not reported.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1212	Georgetown Collegiate Institute	Georgtown, D. C	.....	1872	Miss Lucy Stephenson	.....	3	4	70	....	70	70	20	10	....	....	....	....
1213	Academy of the Sacred Heart of Mary.	Washington, D. C. (8th and C streets S. W.).	.....	.....	Sisters of St. Dominic	R. C	....	....	95	....	....	....	....	....	....	....	....	....
1214	Academy of the Visitation	Washington, D.C. (Conn avenue and L street).	1853	1850	.....	R. C	....	....	....	....	....	....	....	....	....	....	....	....
1215	The Archer Institute	Washington, D. C. (1401 Massachusetts ave).	.....	1878	Mrs. M. R. Archer	.....	....	....	....	....	....	....	....	....	....	....	....	....
1216	Arlington Academy	Washington, D. C. (505 7th street N. W.).	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
1217	Boys' English and Classical High School.	Washington, D. C. (lock box 535).	.....	1868	John W. Hunt, A. M	Non-sect	1	....	29	29	....	29	21	....	12	3	4	....
1218	Miss Calkins's Select School	Washington, D. C (209 Pa. avenue S. E.).	.....	.....	Miss R. N. Calkins	.....	....	2	33	18	15	....	....	....	....	....	....	....
1219	Eclectic Seminary	Washington, D. C. (1434 Q street).	0	1878	Z. Richards	Non-sect	1	2	64	50	14	64	....	....	0	0	0	0
1220	Emerson Institute	Washington, D. C. (14th street, bet. I and K).	.....	1852	Charles B. Young, jr	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
1221	German and English School	Washington, D. C. (505 Fourth street).	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
1222	Incarnation Church School	Washington, D. C. (1213 12th street N. W.).	.....	1869	Miss Euphemia H. MacLeod	P. E	1	3	34	6	28	34	....	4	....	....	....	....
1223	Metropolitan Seminary and Kindergarten	Washington, D. C. (800 18th street N. W.).	.....	1876	Miss B. C. Graves	.....	2	8	80	20	60	80	....	10	....	....	....	....
1224	Mt. Vernon Seminary*	Washington, D. C. (1100 M street).	.....	1875	Mrs. J. Eddy Somers	Non-sect	3	5	51	....	51	33	9	29	....	....	....	....

1226	Osborne Seminary	Washington, D. C. (943 M street).		1870	Laura L. Osborne	P. E	9	6	50		50	50	6	10				
1226	Park Seminary	Washington, D. C. (506 5th street).		1869	Mrs. G. M. Condron	Non-sect												
1227	Rittenhouse Academy	Washington, D. C. (806 Indiana avenue).		1840	O. C. Wight		3		37	37		10	27	4	7	1	1	
1228	Roys's Classical and Mathematical Academy.	Washington, D. C. (321 Pa. ave. N. W).	0	1859	Chase Roys, A. M., M. D., LL. B.	Non-sect	1		20	20		20	8	4	6		0	0
1229	St. Cecilia's Academy	Washington, D. C. (601 East Capitol street).	1877	1868	Sister Mary Ambrose	R. C		6	100		100	100						
1230	St. John's Collegiate Institute	Washington, D. C. (Vermont avenue)		1880	Brother Tobias, president	R. C	8		150	150		150	25	50				
1231	St. Matthew's Academy	Washington, D. C. (15th street, near H).			Sister Mary of the Nativity, directress.	R. C			112									
1232	St. Matthew's Institute*	Washington, D. C. (K st., bet. 14th and 15th).	1870	1869	Brother Tobias	R. C	8		130	130		130	20	25				
1233	Washington Collegiate Institute	Washington, D. C. (1023 12th street).		1874	Mrs. Z. D. Butcher and Miss M. C. Douglas.	Non-sect	6	11	91		91	91	20	13	38			
1234	Waverly Seminary	Washington, D. C. (1412 H street).		1878	Miss S. A. Lipscomb	Non-sect	4	6	67		67	67	8	25				
1235	West End Seminary*	Washington, D. C. (1915 H street).		1873	Miss Faust			4	35		35		2	2				
1236	Young Ladies' Seminary	Washington, D. C. (1331 I street).		1856	Miss M. J. Harrover	P. E		2	20		20							
1237	Spencer Academy*	Doaksville, Ind. Ter. (Choctaw Nation).	1842	1842	Rev. J. J. Read	O.S.Pres	2	1	60	60		60	8				3	
1238	Cherokee Female Seminary	Near Tahlequah, Ind. Ter.	1847	1848	Miss J. E. Gray	Non-sect	0	5	120	0	120	100	20	0				
1239	Indian University	Tahlequah, Ind. Ter			A. C. Bacone	Baptist	1	1	57	29	28							
1240	The Albuquerque Academy	Albuquerque, N. Mex	1879	1879	Charles S. Howe, B. S	Non-sect	1	4	81	34	47	81						
1241	Las Vegas Academy	Las Vegas, N. Mex	1880	1880	W. H. Ashley	Non-sect	1	1	159	85	74	159						
1242	Las Vegas College	Las Vegas, N. Mex	0	1877	Rev. Salvador Personé, S. J	R. C	17		193	193		188	5	0	0	40	50	4
1243	San Miguel County Educational and Literary Institute.*	Las Vegas, N. Mex			Miss L. P. Annin	Non-sect												
1244	Academy of our Lady of Light	Santa Fé, N. Mex	1874	1853	Mother Magdalen Hayden	R. C			250		250							
1245	Christian Brothers' College	Santa Fé, N. Mex	1874	1859	Brother Botulph	R. C	7	0	132	132	0	126	0	130	20	0	50	
1246	Santa Fé Academy	Santa Fé, N. Mex	1877	1877	Horatio O. Ladd	Cong	1	2	100	58	42	90	11		6			
1247	Brigham Young College	Logan, Utah	0	1878	Miss Ida Ione Cook	Lat. D. S	1	1	67	38	29	67						
1248	Cache Valley Seminary*	Logan, Utah	0	1878	Mrs. C. M. Parks	Presb		2	51									
1249	St. John's School*	Logan, Utah	1873	1873	Inez D. Earle	P. E		1	55	30	25	55						
1250	Wahsatch Academy	Mt Pleasant, Utah	0	1875	Rev. D. J. McMillan	Presb	1	2	100	40	60	96	4		2	1		
1251	Ogden Academy*	Ogden, Utah		1878	H. L. Griffin	Meth			40									
1252	Sacred Heart Academy	Ogden, Utah	0	1879	Sister Frances	R. C	0	12	170	70	100	170	0	40	0	20	0	25
1253	School of the Good Shepherd	Ogden, Utah		1870	Charles G. Davis	P. E	2	3	165	80	85		6		3			
1254	Presbyterian Mission School	Payson, Utah		1878	Rev. G. W. Leonard	Presb		1	27	12	15							
1255	Brigham Young Academy	Provo City, Utah	1875	1876	Karl G. Maeser	Lat. D. S	5	2	371	170	201	3	11	4				
1256	St. Mark's Grammar School	Salt Lake City, Utah		1867	Rev. G. D. B. Miller, A. M	P. E	3	13	469	256	213	446	23	5	12		2	
1257	St. Mark's School for Girls	Salt Lake City, Utah		1871	Mary E. Seymour	P. E	0	3	63	21	42	54	9	7	5			
1258	St. Mary's Academy	Salt Lake City, Utah	0	1875	Sister Superior	R. C	0	18	270	80	190	100		60		80		
1259	Salt Lake Academy	Salt Lake City, Utah	1878	1878	Edward Benner, A. M	Cong	2	1	138	74	64	113	25		13			

* From Report of the Commissioner of Education for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1260	Salt Lake Collegiate Institute	Salt Lake City, Utah	1877	1875	John M. Coyner, PH. D	Presb	1	7	214	112	102	202	12	6	6	4	2	....
1261	Presbyterian Mission School	Springville, Utah	.....	1877	Miss Anna Noble	Presb	....	2	82	....	....	....	....	....	....	....	....	....
1262	Alden Academy	Anacortes, Fidalgo Island, Wash. Ter.	0	1879	E. O. Tode	Cong	2	3	35	18	17	35	3	0	3	0	0	0
1263	St. Paul's School	Walla Walla, Wash. Ter	.....	1872	Mrs. Lemuel H. Wells	P. E	1	8	73	....	73	70	24	2	....	....	....	....
1264	Evanston Select School*	Evanston, Wyo	.....	1878	Frank H. Griffin	Non-sect	....	....	23	....	....	....	....	....	....	....	....	....

* From Report of the Commissioner of Education for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1	Andrews Institute	×	×	×	×	0	×	.....	.....	$10–30	$5,000	.....	.....	.....	40	August, 1st Mon.
2	Trinity Normal School	×	×	×	×	0	×	200	0	9	3,000	$0	$0	$157	39	October 1.
3	Wilcox Female Institute	×	×	×	×	×	×	.....	.....	20–45	6,000	.....	.....	.....	36	October, 1st Mon.
4	Carrollton Male and Female Academy.	0	0	×	×	0	0	0	0	*a*3	1,500	0	0	1,200	36	October, 1st Mon.
5	Gaylesville High School	×	.....	×	×	0	0	0	0	13½–31½	1,000	0	0	2,000	36	October, 1st Mon.
6	Greene Springs School	0	0	×	×	.....	.....	2,000	.....	45	2,000	0	0	600	39	October, 1st Mon.
7	Lowery's Industrial Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Hamner Hall	.....	×	×	×	×	0	350	35	30–60	20,000	0	0	4,600	36	October, 1st Mon.
9	William and Emma Austin College	0	×	×	×	0	0	.....	.....	20–40	4,500	.....	.....	1,200	20	Sept., 1st Mon.
10	Talladega College	0	0	×	×	×	×	1,000	250	12	*49,000	.....	.....	.....	36	October 3.
11	Talladega Male High School	.....	.....	.....	.....	0	.....	.....	.....	40	2,000	.....	.....	1,000	40	September 5.
12	Mountain Spring High School	.....	.....	.....	.....	.....	.....	.....	.....	50	.....	.....	.....	.....	20	September 20.
13	Park High School	0	0	0	0	.....	.....	2,600	350	*a*35	5,000	.....	.....	.....	39	September 20.
14	Arkadelphia Baptist High School	.....	.....	.....	.....	0	0	0	0	40	4,000	.....	.....	.....	40	Sept., 1st Mon.
15	Austin Institute	0	0	×	×	0	0	0	.....	20	1,500	4,000	600	.....	40	November.
16	El Dorado High School*	×	×	0	×	0	0	.....	.....	20–40	2,000	0	0	1,500	40	Sept., 1st Mon.
17	Independent High School	0	0	.....	.....	0	0	0	.....	30–35	.....	.....	.....	.....	.....	.....
18	Evening Shade College*	.....	.....	.....	.....	0	0	40	20	25	10,000	0	0	1,500	40	June, 1st Mon.
19	Lee High School	.....	.....	.....	×	.....	.....	.....	.....	20–40	.....	.....	.....	.....	40	September 13.
20	Walden Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	Searcy Female Institute	.....	.....	.....	×	.....	×	.....	.....	25–50	2,500	.....	.....	.....	40	August.
22	Centennial Institute*	0	0	×	×	0	×	0	.....	20–50	3,000	.....	.....	1,000	40	Sept., 1st Mon.
23	Mills Seminary*	×	×	×	×	×	×	1,500	100	*b*330	100,000	15,000	1,050	50,000	40	August 1.
24	Pacific College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	Convent of Mary Immaculate*	0	0	×	×	0	0	.....	.....	200	5,000	.....	.....	1,000	46	August 1.
26	Gilroy Seminary	×	0	0	×	0	×	450	20	40, 50	7,000	0	0	1,000	40	August 1.

* From Report of the Commissioner of Education for 1879.

a Average charge.

b Includes board.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
27	College of Notre Dame	×	.....	×	×	0	×	300	.....	.....	.....	$0	$0	.....	40	Sept., 1st Mon.
28	Napa Collegiate Institute	×	×	×	×	×	×	420	.....	$50	$40, 700	.....	.....	$15, 000	40	July, last Wed.
29	Miss Field's Home Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	Golden Gate Academy	×	×	×	×	×	×	200	.....	a280	50, 000	.....	.....	6, 000	40	July, last Tues.
31	Sackett Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	Placerville Academy	×	×	×	×	×	×	300	25	b40	20, 000	0	0	5, 500	40	August 18.
33	Howe's High School and Normal Institute.	.....	×	.....	×	0	0	260	5	72	.....	.....	.....	.....	52	January 1.
34	Sacramento Institute*	.....	.....	×	.....	0	.....	.....	.....	a300	27, 000	.....	.....	.....	42	August 1.
35	Sacramento Select School	.....	×	×	.....	.....	×	.....	.....	11-55	.....	.....	.....	.....	48	January 1.
36	St. Joseph's Academy	0	×	×	×	0	.....	2, 000	10	.....	30, 000	0	0	700	44	September.
37	Young Ladies Seminary*	×	×	×	.....	0	0	0	0	48	.....	0	0	1, 509	50	June 1.
38	Mrs. Colgate Baker's English, French, and German Boarding and Day School for Young Ladies.	0	×	×	×	0	0	.....	.....	80-150	c1, 500	.....	.....	.....	40	August 2.
39	College of Notre Dame of San Francisco.	×	×	×	×	×	×	2, 000	100	.....	.....	.....	.....	.....	44	July.
40	Sacred Heart College	.....	×	×	×	×	.....	2, 000	400	.....	.....	.....	.....	.....	46	July, 2d Mon.
41	University (City) College*	.....	×	.....	×	.....	.....	.....	.....	b75	20, 000	.....	.....	.....	42	July, 1st week.
42	University Mound College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	Urban Academy	.....	×	0	0	0	0	.....	.....	100-200	50, 000	0	0	8, 500	44	July.
44	Miss West's School for Girls	.....	×	.....	×	0	0	.....	.....	100-125	.....	.....	.....	7, 138	40	August 1.
45	Madame Zeitska's Institute*	.....	×	×	×	×	×	600	.....	72-120	25, 000	.....	.....	.....	44	July 19.
46	Laurel Hall	.....	×	×	×	.....	×	400	.....	50-90	25, 000	.....	.....	.....	40	August, 1st Thurs.
47	St. Matthew's Hall	×	×	0	×	×	×	300	50	a500	50, 000	0	0	.....	40	July.
48	School of the Holy Cross	.....	×	×	×	0	0	240	0	150	10, 000	.....	.....	2, 728	43	July.
49	Colorado Seminary	×	×	×	×	×	×	(d)	(d)	40-80	85, 000	.....	.....	.....	40	September, 1.
50	Wolfe Hall e	×	×	×	×	×	×	400	16	a350-400	35, 000	0	0	1, 200	40	September 4.
51	Leadville Academy	.....	.....	.....	.....	0	0	.....	.....	50	.....	.....	.....	$70	35	Sept., 2d Mon.

51	Leadville Academy					0	0			50				1,200 $70	45 35	September 4. Sept., 2d Mon.
52	Trinidad Academy															
53	Academy of the Holy Family			×	×											
54	The Curtis School for Girls	×	×		×			200	15	*a*360					39	September.
55	Commercial and Military Institute	0	0	0	0	0	0	0	0	60					40	Sept., 1st Mon.
56	Golden Hill Institute and Family Boarding School.	×	×	×	×	0	×	1,606	30	60–100	25,000	0	0	540	40	September 1.
57	Golden Hill Seminary		×	×	×	0	×	1,000	100	50–100	25,000				38	September 15.
58	Hillside Seminary*			×	×	×			50	50–100	22,000			6,000	40	Sept., 2d Wed.
59	Morgan School	×	×		×					*f* 12–24	*g*75,000	200,000				September.
60	Bacon Academy	0	0	0	0	0	×	250	0	*h* 18–24	8,000	31,000	1,500	54	40	Sept., 1st Mon.
61	Durham Academy		×	×	×	×	×	1,200	10	26–60	3,200	0	0	1,000	40	Sept., 1st Mon.
62	Glastonbury Academy					×	×	400	30	36	9,000	0	0	1,600	40	September 1.
63	Maple Grove Academy*									24–40	1,500			400	40	September 1.
64	Greenwich Academy*	×	×	×	×	×	×		0	32–50	5,000	0	0	1,500	40	Sept., 1st Mon.
65	Miss Haines's School for Young Ladies and Girls.		×	×	×		×			80–130					38	September 21.
66	Seminary of Mt. St. Joseph		×	×	×					*i*200						
67	Rocky Dell Institute	0	0	×	×	×	×	100		*i*450	5,000			1,500	40	September 5.
68	Young Ladies' Seminary		×		×	0	0	1,500		40–60	18,000			3,000	38	September 13.
69	Mystic Valley English and Classical Institute.	×	×	×	×	×	×	500	100	50	10,000	0	0	3,000	40	August 28.
70	New Britain Seminary	×	×		×	0	×	300	20	40–75	10,000				40	Sept., 1st Tues.
71	The Elderage School			×	×					50–70	20,000				36	September.
72	Miss Nott's English and French Family and Day School.		×	×	×	0	0	400		70–110				5,800	36	September 21.
73	West End Institute		×	×	×					36–60	20,000					September 22.
74	Bulkeley School*	0	0	0	0					0				0	40	September 1.
75	Waramang Academy					×		0		22½		0	0		33	September 1.
76	Fitch's Home School for Young Ladies and Boys.	×			×	0	0	2,500	50	9–15	25,000	14,000	840	500	40	September 7.
77	Hillside School for Boys*	×		×	×					60–75	20,000				39	Sept., 1st Mon.
78	Miss Meeker's School		×	×	×					40–100	*30,000				39	September 20.
79	Our Lady of Perpetual Help			×	×					*j*125						
80	Seabury Institute	×	×	×	×	0	×	300	5	20–40	20,000	0	0	1,000	40	September 7.
81	Miss Aiken's School*	×	×	×	×	0	×	250		50–125	32,000			9,879	38	September 20.
82	Day School for Boys		×	0	0	0	0	100		100	5,000			3,800	38	September 20.
83	Select Boarding and Day School									50					44	September 1.
84	English and Classical School	×				0	×	0		37	8,000	0	0	700	40	October 1.
85	Stratford Academy*				×					*a*300					40	September 18.
86	Stratford Institute for Young Ladies.*		×		×			300		48, 60					40	September 20.
87	The Gunnery		×		×					*a*342					38	September 12.
88	St. Margaret's Diocesan School for Girls.*		×	×	×					54	75,000	12,500	900	14,313	40	September 15.
89	Oak Hill Seminary*		×	×	×	×	×	300	0	40	8,000	0		1,000	39	Sept., 3d Wed.
90	Wilton Academy									40–50					40	September 15.
91	Wilton Boarding Academy	×	×		×					*a*275	10,000				48	

* From Report of the Commissioner of Education for 1879.
a Includes board.
b Average charge.
c Value of apparatus.
d Reported with University of Denver.
e These statistics are for 1879.
f For non-residents; free to residents.
g Estimated.
h For non-residents.
i Includes board and incidentals.
j Board and tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; ... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
92	Academy of St. Margaret of Cortona.*	.....	×	×	×	.....	.....	400	.....	$150	$16,000	.....	.....	.....	42	Sept., 1st Mon.
93	Parker Academy	.....	.....	.....	.....	0	×	.....	.....	40, 50	7,000	.....	.....	$1,500	40	September.
94	Wilmington Conference Academy	×	×	×	×	×	×	450	100	40, 45	50,000	.....	.....	10,000	40	Sept., 1st Mon.
95	Felton Seminary	×	×	×	×	0	0	.....	.....	.....	10,000	.....	.....	.....	40	Sept., 1st Mon.
96	Milford Seminary	0	0	×	×	0	0	0	.....	30–40	.....	$0	.....	800	40	September 1.
97	Milton Academy	×	×	×	×	0	0	0	0	24–40	1,200	.....	.....	700	40	Sept., 2d Wed.
98	St. John Baptist School	×	×	×	×	.....	.....	500	50	a300	.....	.....	.....	1,500	40	Sept., 2d Wed.
99	Academy of Newark*	×	.....	×	×	0	×	300	.....	30–45	20,000	7,000	$400	1,500	40	September 1.
100	Academy of the Visitation	.....	×	×	×	.....	.....	.....	.....	a250	.....	.....	.....	.....	.....	.....
101	Rugby Academy	×	×	0	0	×	×	300	30	60	.....	.....	.....	.....	39	Sept., 1st Mon.
102	Wyoming Institute of Delaware	.....	×	.....	×	0	.....	250	.....	b33	7,500	.....	.....	2,200	40	Sept., 1st Mon.
103	Limetta Academy	0	×	×	0	.....	.....	380	28	15–25	.....	.....	.....	.....	38	September.
104	Cookman Institute	×	×	×	×	0	×	150	0	0	4,000	0	0	0	28	October 14.
105	Convent of Mary Immaculate	×	×	×	×	0	0	490	.....	20	40,000	.....	.....	.....	42	Sept., 1st Mon.
106	Florida Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	c1,900	.....	.....	.....
107	Santa Rosa County Graded Free School.	×	×	×	×	0	0	500	50	0	3,000	.....	.....	2,500	32	October 1.
108	West Florida Institute	×	×	×	0	0	×	600	10	0	2,000	0	0	.....	34	October 1.
109	Christ Church School*	.....	.....	.....	.....	.....	.....	.....	.....	27, 30, 45	3,000	.....	.....	1,000	36	October 1.
110	West Florida Seminary*	0	0	0	0	×	0	0	0	0	12,000	d83,400	2,500	.....	40	Oct., 1st Mon.
111	Home School	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	39	
112	Atlanta Female Institute	.....	×	×	×	.....	.....	.....	.....	e5	.....	.....	.....	.....	42	
113	Clark University	.....	.....	×	×	×	0	600	100	9	45,000	.....	.....	585	36	October 1.
114	Storrs School*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
115	Summerville Academy f	0	0	0	0	0	0	0	0	0	4,000	50,000	g3,200	.....	40	September 15.
116	Bairdstown Academy	×	.....	.....	×	0	0	0	0	25	h500	0	0	200	(i)	January 1.
117	Gordon Institute	×	×	×	×	×	×	2,000	.....	40	12,000	.....	.....	6,000	40	August 21.
118	Union Academy	.....	.....	.....	.....	.....	.....	.....	.....	e1.85	.....	.....	.....	.....	30	

117	Gordon Institute	×	×	×	×	×	×	2,000		$1.85					30	
118	Union Academy															
119	Jackson Academy			×		0	0			30	2,000		800	600	40	January 14.
120	Blackshear Academy[f]	0	0	×	0	0	0	0	0	16	300	0	0	500	36	September.
121	Grooverville Academy	×		×	×	0	0	0		b32	600	0	0	700	35	February 2.
122	Buena Vista High School		×	×	×	0	0	0	0	20–40	2,000	0	0	1,800	40	Jan., 2d Mon.
123	Peach Orchard Academy	0	0	0	0	0	0	0	0	c2–3	250	0	0	200	20	January 12.
124	Butler Female College and Male Institute.				×						*7, 500					
125	Calhoun Academy	0	0	×	×	0	0	0		20	2, 000	0		1, 100	40	January.
126	Franklin Institute*	0	0	0	0	0	0	0	0	12, 20	1, 000	0	0	400	40	Jan., 1st Mon.
127	Carroll Masonic Institute*	0	0	×	×	0	0	0	0	30	2, 500	0	0	1, 500	36	January 21.
128	The African Methodist Episcopal High School.	0	×	×	×	0	0	500	0	c1	4, 000	0	0	300	40	October.
129	Cartersville Female Academy									c1½						
130	Cartersville High School					0	0	0			1, 500			900	40	January 1.
131	Erwin Street School									c2						
132	Wofford Academy									c2. 16					34	
133	Female Seminary	0	0		×	0	0	0	0		800	0	0	250	40	September 1.
134	Hearn Manual Labor School	×								10–40	h4, 500	8, 000	600	600	40	September 1.
135	Chincapin Grove High School*	0	×	0	0	0	0			h10	1, 000	0	0	600	40	February 1.
136	Plenitude Academy									15					36	March 1.
137	Slade's School for Boys	0	0	0	0	×	×	0		60	2, 500			2, 400	40	September 15.
138	Conyers Female Seminary									c1½						
139	Conyers Male Academy									c2½					40	
140	Conyers Male and Female High School.[i]					0	0	0	0	20	1, 500	0	0			January 10.
141	Corinth School*	0	0		×	0	0	0		13½–22½	500	0	0		36	January 12.
142	Crawford Academy	0	0	0	×	0	0	0	0	c2–3½				800	40	January, 2d Mon.
143	Grange Male and Female College	0	×	×	×	0	0	150		30	10, 000			3, 700	38	September 12.
144	Howard Normal Institute*			×	×	0	0	0	0	8	600	0	0	290	32	October, 1st Mon.
145	Crawford High School*	0	×	0	0	×	×	150	0	25	10, 000	0	0	1, 300	40	January, 2d Mon.
146	Delhi High School	0	0	×		0	0	0	0	12½–35	500	0	0	0	41	January, 2d Mon.
147	Dirt Town Academy									15–35	800				32	January, 1st Mon.
148	Farmersville Academy	0	0		0	0	0	0		15–30	500	0	0	550	40	December 1.
149	Eastman High School*	0	0		×	0	0	0	0	15, 25, 30	3, 000	0	0	700	40	January.
150	Elbert Male High School	0	0	0	0	0	0	0		b30	1, 500			1, 000	36	January.
151	Elberton Female Collegiate Institute.	×	×	×	×	0	0	0		20, 35, 45	2, 000	0	0		40	January 19.
152	Moss Hill Academy									20	175				32	January 1.
153	Mt. Paran Academy			×	×	0	0	0	0	b16	1, 000	0	0	274	36	January, 1st Mon.
154	Fairburn Academy			×	×	0	0	0		b20	1, 800			1, 000	40	January 10.
155	Fairmount Academy	0	0	×	×	0	0				1, 000	0		400	40	January, 1st Mon.
156	Fayetteville Seminary									c1. 16					25	
157	Fort Valley Female Seminary									25	1, 500					
158	Franklin Institute									20	f2, 500				40	August, 1st Mon.
159	La Hatte's Select School									c2½					42	
160	Miss Porter's High School			×	×					c3½					30	

* From Report of Commissioner of Education for 1879.
a Includes board.
b Average charge
c Income from all sources.
d Funds of East and West Florida Seminaries.
e Average monthly charge.
f These statistics are for 1879.
g Includes $200 rent.
h Value of building.
i Only three months' school in 1880.
j Value of grounds and buildings.
k Per term.
l No session held in 1880.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
161	Samuel Bailey Male Institute	0	0	0	0	0	0	0	0	$50	$15,000	$0	$0	$2,500	40	August 15.
162	Hawkinsville Institute*	0	×	×	×	0	0	200	20	30	5,000	....	....	3,000	42	September 1.
163	Hephzibah High School	0	0	0	×	0	×	500	0	20–40	8,000	0	0	....	40	January 20.
164	Braswell Academy*	0	0	0	0	0	0	0	0	20	500	0	0	400	32	January, 2d Mon.
165	Martin Institute	....	....	....	....	....	....	....	....	17–34	1,200	15,000	....	....	....	....
166	Middle Georgia College	....	....	....	....	....	....	....	....	50	....	....	....	....	....	....
167	Kingston High School	....	....	....	×	....	....	....	....	40	....	....	....	....	....	....
168	La Grange Seminary*	....	....	....	×	....	....	....	....	5	4,000	....	....	....	39	November.
169	Meson Academy	0	0	×	×	×	....	200	....	16–30	2,000	2,000	160	1,200	40	January 12.
170	Liberty Hill High School	....	....	....	....	....	....	....	....	20	....	....	....	....	32	....
171	Adams' Practical Normal School	×	....	×	×	×	×	100	0	25	....	0	0	500	36	January, 1st Mon.
172	Long Cane Academy*	×	0	0	0	0	0	0	0	40	1,000	....	....	....	36	January, 3d Mon.
173	Hunter's School for Boys	×	0	0	0	×	....	....	....	40–60	....	....	....	....	40	September 15.
174	Lewis High School	0	0	×	×	0	0	1,200	....	8	10,000	....	....	....	32	October 1.
175	Mount de Sales Academy	×	×	×	×	....	....	....	....	30–40	....	....	....	....	40	September.
176	Forest Home Institute	×	....	×	×	....	....	150	....	a27½	5,000	....	....	600	42	Sept., 2d week.
177	Madison Male High School	×	....	0	0	0	0	50	....	a40	0	0	0	b2,000	40	Sept., 1st Wed.
178	Temperance Hill High School	0	0	0	0	0	0	0	0	20	100	0	0	300	32	February 1.
179	Howard Institute	×	×	0	0	×	×	100	25	a50	5,000	....	....	2,000	44	January.
180	Marietta M[i]litary Institute*	×	×	0	0	....	....	....	....	225	....	....	....	....	....	....
181	Marshallville High School	0	0	×	×	0	0	....	50	40	6,000	....	....	1,500	40	January.
182	Milner High School*	0	0	0	0	0	0	0	0	20	....	0	0	900	40	Jan., 1st Mon.
183	Montezuma High School	0	0	0	×	0	0	0	....	25	300	....	....	800	40	September 1.
184	Spalding Seminary	0	0	....	×	0	0	0	....	25	3,000	0	0	....	40	Sept., 1st Mon.
185	Mountville Academy	0	....	0	....	0	0	0	....	16–20	500	....	....	400	32	Jan., 1st Mon.
186	Nacoochee Male and Female High School.	....	....	×	×	....	....	....	....	....	c5,000	....	....	....	40	....
187	Brinkley Academy*	....	....	×	×	....	....	....	....	15–25	....	....	....	....	36	August 16.
188	Zion Academy	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....

187	Brinkley Academy*																
188	Zion Academy							0	0	$d2\frac{1}{2}$		0			36	January 1.
189	Mercer High School	0	0	×	×	0	0	0		16–30	20, 000	0	0	700	40	January 14.
190	Anthon School*	×					×			35					36	January 1.
191	Perry Male Academy									$d2$–3						
192	Pine Log Masonic Institute	0	0	0	0	0	0	0							20	Jan., 1st Mon.
193	Willis Institute			×	×					15–20	250			400	40	February 2.
194	Powelton Male and Female School									20	300			500	36	Jan., 2d Mon.
195	Quitman Academy									$d3$					40	
196	Rabun Gap High School	0	0	0	0	0	0	0		20	1, 200	0	0	500	20	July 1.
197	Reynolds Academy	0	0	0	0					18–30						
198	Mt. Vernon Institute			×	×	0	0			20	1, 500				40	Jan., 2d Mon.
199	Masonic Literary Institute*	0	0	0	×	0	0	0		20	6, 500			800	40	Jan., 1st Mon.
200	Rome Male High School									$a40$	3, 000	0			40	Jan., 2d Mon.
201	Sandersville High School*			×	×	0	×			20–50	6, 000				40	Jan., 2d Mon.
202	Beach Institute		×	×		0	0	0	0	8	15, 000			763	33	October 1.
203	Scarboro' Academy									$d2$					26	
204	Sharon Business Institute					0	0			27	500			700	36	January.
205	Smithville High School					0	0			$d3$	300				40	September.
206	Sparta Male and Female High School.*	0	×	0	0	0	0	0	0	20–50		0	0		40	January 13.
207	Spring Place High School*	0	0	0	0	0	0	0	0	8	250				32	November 1.
208	Stillesboro' Institute					0	0			20	4, 000			800	40	January.
209	Sumach Seminary				×	0	0	0		8–12	1, 500				40	July 1.
210	Summerville Academy													237	40	January 15.
211	Sylvania Academy									$d2$	$c1$, 000				40	
212	Collinsworth Institute and Levert College.			×	×	×	×	500		30	6, 000			2, 000	40	January 18.
213	Tazewell High School	0	0		×	0	0	0		20	1, 000			700	40	Jan., 1st Mon.
214	Thomaston High School	×	×	×	×						2, 500				40	Jan., 3d Mon.
215	Thomson High School			×	×	0				20–30	1, 500			1, 200	36	Jan., 2d Mon.
216	Thomson School for Boys and Girls.*				×	0	0	0		16–30				600	40	January 14.
217	Fulton High School					0	0	0	0	20	1, 000	0	0	400	32	Jan., 1st Mon.
218	Union Point High School*		0		0	0	0	0	0	30					40	September 1.
219	Walthourville Academy									20, 28	800	0			40	January 1.
220	Warrenton Academy			×	×	0	0	0		$a25$	3, 500				40	January 20.
221	Washington Female Seminary	0	0	×	×	0	0	0		$a20$	5, 000			1, 000	40	Sept., 1st Mon.
222	Washington Male Academy									$22\frac{1}{2}$–45	2, 000			240	40	Sept., 1st Mon.
223	Way Cross High School	0	0	0	0	0	0	0	0	20	1, 000	0	0	600	40	Jan., 1st Mon.
224	Bethel Academy	0	0	0	0	0	0	0	0	16					32	February 7.
225	Dawson Institute	0	0	×	×	0	0	0		32	1, 500				40	
226	Philomath Institute													500	36	
227	German Evangelical Lutheran School.			×			×			6	7, 000			805	44	September 1.
228	Aledo Academy	×	×	0	0	0	×	200		$31\frac{1}{2}$	4, 000	0	0	1, 100	40	August, last Mon.
229	Jennings Seminary		×		×	×	×	200		33	44, 000	0	0	2, 300	39	September 1.
230	Institute of the Immaculate Conception.*	×	×	×	×			400	50	12–24	80, 000			4, 000	42	September 1.

* From Report of Commissioner of Education for 1879.

a Average charge.

b Includes a small amount of public tax.

c In 1878.

d Average monthly charge.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
231	Notre Dame Academy[a]	.....	.....	.....	.....	.....	.....	100	.....	$10	[b]16,050	.....	.....	[c]3,700	45	
232	St. Joseph's Female Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,650	.....	.....	[c]2,052	.....	
233	Chicago Ladies' Seminary	×	×	×	×	.....	.....	.....	.....	80–100	.....	.....	.....	.....	40	September 14.
234	Dearborn Seminary	.....	.....	×	×	.....	×	0	.....	[d]90	.....	.....	.....	9,000	38	September 12.
235	German Institute	.....	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
236	Misses Grant's Seminary*	.....	×	×	×	0	0	400	300	[e]500	3,500	$0	$0	[c]21,000	39	September 16.
237	Park Institute*	.....	×	×	×	×	×	1,200	.....	.....	.....	.....	.....	.....	40	September 10.
238	St. Francis Xavier's Academy*	×	×	×	×	×	×	500	100	[e]250	250,000	.....	.....	28,000	40	Sept., 1st Mon
239	Danville Seminary	.....	.....	.....	.....	.....	.....	.....	.....	8–10	5,200	.....	.....	2,800	37	
240	Freie Deutsche Schule	.....	×	×	.....	0	×	.....	.....	12–15	[f]100	.....	.....	.....	48	September 1.
241	Teachers' Institute and Classical Seminary.	.....	.....	.....	.....	.....	.....	125	.....	24	[g]950	.....	.....	1,300	39	
242	Howe Literary Institute	×	×	×	×	.....	×	350	.....	15–30	20,000	.....	.....	850	36	September 1.
243	Elgin Academy	.....	.....	.....	.....	.....	.....	200	.....	21–36	[b]33,000	.....	.....	3,500	36	
244	Freeport Seminary	.....	×	×	×	×	×	50	50	32	.....	.....	.....	2,000	40	September 9.
245	Northern Illinois College	.....	.....	×	×	×	×	700	.....	32	125,000	16,000	1,200	1,400	40	September 6.
246	Monticello Ladies' Seminary	×	×	×	×	×	×	3,000	100	40	163,035	.....	.....	.....	38	September.
247	The Young Ladies' Athenæum*	×	×	×	×	×	×	500	100	40	20,000	0	0	10,000	38	Sept., 2d Tues.
248	St. Francis' Academy	.....	.....	×	×	.....	.....	.....	.....	[e]150	.....	.....	.....	.....	40	
249	St. Joseph's Seminary	.....	.....	.....	.....	.....	.....	317	.....	.....	[b]30,000	.....	[c]2,027	344	45	
250	McDonough Normal, Scientific, and Commercial College.*	.....	.....	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	
251	Morgan Park Military Academy	0	0	.....	×	0	0	.....	.....	[e]400	50,000	.....	.....	11,000	40	September 7.
252	Grand Prairie Seminary, Commercial College, and Conservatory of Music.	.....	×	×	×	×	×	1,600	.....	24	30,000	16,000	1,200	4,000	40	Aug., last Tues.
253	Edgar Collegiate Institute*	0	0	0	×	0	×	500	20	24–30	4,000	0	0	1,600	36	September 10.
254	German School of North Peoria	.....	.....	.....	.....	.....	.....	.....	.....	0	1,600	.....	[c]750	360	44	
255	St. Mary's Institute	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	41	Sept., 1st Mon.

256	Battle Stuart Institute	×	×	×	×	×	×	300		30–60	30, 000	0	0	6, 000	40	September.
257	Lee's Academy*	0	0	0	0	0	0	750	102	30	2, 500	0	0	1, 111	36	Oct., 1st Mon.
258	Vermillion Academy															
259	Institute of Our Lady of the Sacred Heart.									e150						
260	Todd Seminary for Boys	×	×	×	×	×	×	600	20	e300	20, 000			e8, 000	40	September 1.
261	Sand Creek Seminary															
262	Battle Ground Collegiate Institute						×			21	75, 000				36	September 5.
263	Friends' Bloomingdale Academy*	0	0	0	0	×	×	300	0	15–24	4, 500	6, 200	496	925	36	October 1.
264	Spicewood School															
265	Barnett Academy*				×	0	×	20		20–28	2, 000			800	36	Sept., 1st Mon.
266	St. Augustine's School		×	×	×					10–60					40	Sept., 1st Mon.
267	German-English Independent School.		×	×		×	×	300		d28	12, 000			2, 800	44	August 15.
268	Hadley's Academy															
269	Rich Square School	0	0	0	0	0	×			0	4, 000				28	October 12.
270	Friends' School															
271	St. Mary's Academy a	×	×	×	×					e220					40	Sept., 1st Monday.
272	Friends' School															
273	Spiceland Academy	×	×	×	0	×	×	2, 000	40	d28	10, 000	3, 000	* 200	3, 800	40	Sept., 1st Monday.
274	Stockwell Institute		×	×	×	×	×	200	25	24	15, 000	0	0	4, 800	36	Sept., 1st Monday.
275	St. Paul's Academy*		×	×	×	0	0	400		d6½	10, 000			720	42	Sept., 1st Monday.
276	Academic department of Vincennes University.*	0	0	0	0		×			h0	15, 000	32, 200	3, 500	320	39	Sept., 1st Monday.
277	St. Rose's Boarding and Day School.		×	×		0										Sept., 1st Monday.
278	Union High School															
279	Ackworth Institute*					0	×	325		21–25	6, 200			1, 460	36	Sept., 2d Tuesday.
280	Albion Seminary		×	×	×	0	0	400	20	18–28	5, 000			900	36	June 16.
281	Jones County Academy									18					36	September 1.
282	Birmingham Academy and Boarding School.			0	0	0	0	50	0	18–25	7, 000	0	0	600	44	Aug., 3d Monday.
283	First German Evangelical School		×	×				300		9					52	July 1.
284	German Evangelical Zion School	×	0	×	0	0	0	0	0	8½	15, 000	0	0	700	47	August 1.
285	The Gordon School	×	×	0	×	×	×	1, 000	30	50–100	5, 000	0	0	2, 200	40	Sept., 2d Monday.
286	Coe Collegiate Institute	×		×	×	0	0	202		30–33	81, 000	25, 000			37	September 15.
287	St. Joseph's Academy of the Sacred Heart.	×	×	×	×						e30, 000					
288	Evangelical Lutheran Parish School*.	×	×	×	×											
289	Friends' Select School															
290	St. Francis' Academy for Young Ladies.	×	×	×	×					10–25						Sept., 1st Monday.
291	Decorah Institute															
292	Denmark Academy*	0	×	×	×	×	×	500	5	24	30, 000				39	Sept., 1st Tuesday.
293	St. Joseph's Academy															
294	Young Ladies' School			×			×			40–60				1, 000	40	September.

* From Report of the Commissioner of Education for 1879.
a These statistics are for the year 1879.
b Includes value of library and furniture.
c Total receipts for the year.
d Average charge.
e Includes board.
f Value of apparatus.
g Apparatus, furniture, and library.
h In academic department; $9 in preparatory.
i In 1878.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
295	Boardman Seminary*	....	x	....	x	0	x	150	....	$25–75	$1,800	$2,500	$245	$360	44	September 1.
296	Eldora Academy *a*	0	0	0	0	0	0	100	10	6–12	3,000	0	0	500	36	September.
297	Danish High School	x	0	x	....	0	0	100	0	*b*14	2,500	0	0	230	32	May and Nov.
298	Epworth Seminary	....	....	x	x	x	x	150	150	6–7½	10,000	0	....	2,400	37	August 31.
299	Academy of Iowa College*	0	0	x	x	....	....	....	....	17–20	....	....	....	....	....	....
300	Lenox Collegiate Institute	0	0	x	x	x	x	1,154	50	*c*27	15,000	13,376	1,195	2,476	37	Sept., 1st Wed.
301	McLeod's Select School	0	0	x	x	0	0	480	....	15–30	....	0	....	568	39	Sept., 1st Monday.
302	Iowa City Academy	x	....	x	....	....	x	300	100	27	....	0	0	4,000	37	September 16.
303	Preparatory and Normal School	....	x	x	x	0	....	50	....	27	....	0	0	600	37	September 16.
304	St. Joseph's Institute*	x	x	x	x	x	x	1,000	200	24	12,000	0	0	2,000	42	August 30.
305	Jefferson Academy	....	x	x	x	....	....	....	....	12–24	6,000	....	....	....	36	September.
306	Kossuth Normal Academy	x	x	....	....	0	0	170	....	20	5,000	....	....	....	36	Sept., 1st week.
307	Friends' Academy	0	x	0	0	0	0	102	....	19	8,000	....	....	900	38	Sept., 2d week.
308	Lynnville Academy *d*	....	x	x	....	....	x	400	....	18	2,000	....	....	780	24	September 13.
309	Riverside Institute	....	....	x	x	x	x	100	....	20–40	*e*5,000	....	....	800	40	September 5.
310	Hazel Dell Academy	0	0	0	0	0	....	....	....	20	2,000	0	0	....	38	September.
311	Oelwein Seminary*	0	0	0	x	0	0	0	....	15	....	0	....	103	40	Sept., 2d Tues.
312	Cedar Valley Seminary	0	0	x	x	x	x	200	....	28	15,000	6,000	200	1,475	38	September 16.
313	Ottumwa Seminary for Young Ladies.*	....	x	x	x	....	....	....	....	16	6,000	....	....	86	40	Sept., 1st Mon.
314	Pleasant Plain Academy*	....	....	....	....	0	0	23	21	....	2,500	....	....	852	38	September 20.
315	German Evangelical Lutheran School.	0	....	0	0	0	0	0	0	1½	*f*1,000	....	....	22	20	November 1.
316	Troy Academy*	0	0	0	0	0	....	....	....	24	1,000	....	....	....	40	September.
317	Tilford Collegiate Academy	x	x	x	x	0	0	600	65	30	31,000	0	0	3,000	34	September 1.
318	Washington Academy	0	0	x	0	0	0	0	0	26–32	12,000	0	0	2,500	40	September 1.
319	Ainawbrth's Grammar and High School.*	....	....	....	....	0	....	....	....	....	....	....	....	700	30	September.

320	Wilton Academy		×	×	×	0	0	100		25	18,000	0	0	g2,000	38	September 7
321	Atchison Institute*	×	×	×	×	×	×	400	100	40	12,000	0	0	7,000	40	August 30.
322	Geneva Academy*					×	0	50		b1–2					40	September
323	St. Ann's Academy*		×	×	×	0	0	100	10	120–180	20,000		0	4,500	42	September
324	Bellewood Seminary and Kentucky Presbyterian Normal School.			×	×	×	×			40	50,000			*h10,000	39	September 1.
325	Bracken Academy				×	0										
326	Union College									40	12,000			3,000	40	
327	Bardstown Male and Female Institute.	×	×	×	×	×	×		100	30	10,000	0	0	2,000	39	Sept., 1st Mon.
328	Nazareth Literary and Benevolent Institution.		×	×	×	×	×	3,550	50	h154–176		0			40	Sept., 1st Mon.
329	Alexander College	0	0	×	×	0	0	1,000	0	c27	14,000	10,000	500	1,620	39	Sept., 1st Wed.
330	Carroll County Academy*	0	0	0	0	0	0	0	0	c18	5,000	0	0		40	Sept., 1st Mon.
331	Columbus College*				×	0	0			20, 30, 40	3,000				40	Sept., 1st Mon.
332	Eminence Male and Female Seminary.*	×		×	×	0	0			25–50	2,500				40	August, last Mon.
333	Kalamont High School			×	×	×	×			40	10,000	0	* 0	1,450	40	Sept., 2d Mon.
334	Greenwood Female Seminary		×	×	×										40	Sept., 1st Mon.
335	Kentucky Eclectic Institute	0	×	×	×	0	×	0	0	c70		0	0		38	Sept., 1st Mon.
336	St. Aloysius Academy	}				0	0									
337	St. Joseph's Academy	}	×	×	×			1,100		5–40	7,000			1,330	40	Sept., 1st Mon.
338	United Schools of the Abbey of Gethsemani for Boys.	0	0	0	0	0	0	500	400	90	2,500	0	0	1,200	43	Sept., 1st Mon.
339	Owen College i					0	0	0		40–50	2,500				40	September 1.
340	Hodgenville Seminary*	0	0	×	×	0	0	0	0	30	1,200	0	0	3,000	40	September 1.
341	Christian College			×	×	0	0			30	4,000				40	Sept., 1st Mon.
342	Calvary Academy		×	×	×			300		140					21	Sept., 1st Mon.
343	Home School for Girls*				×					34, 42					40	
344	Sayre Female Institute	×	×	×	×	×	×			60	50,000		j1,400	7,500	40	September.
345	Threlkeld Select School	×		0	0	0					10,000			3,200	40	Sept., 1st Mon.
346	Loretto Academy*	×	×	×	×	×	×	1,200	27	h150					42	Sept., 1st Mon.
347	German and English Academy		×	×	0	×	×							3,500	40	Sept., 1st Mon.
348	Hampton Institute	×	×	×	×	×	×	500	50	100	50,000			5,000	38	September 15.
349	Holyoke Academy*			×	×	×	×			50–100	k1,500	0	0	5,000	40	September 6.
350	Home School*															
351	Louisville Rugby School	×	×	0	0	×	×			c105	k1,250			7,857	40	Sept., 1st Mon.
352	Preparatory School for Girls		×	×	×					50, 60						September.
353	High School															
354	Marion Academy			×	×	×	×	50	0	15–30	1,800	1,000		800	40	Sept., 1st Mon.
355	Mayfield Seminary		×	×	×					52–5						September.
356	Maysville Seminary*	×	0	×	×	×	×	1,000		50					40	Sept., 1st Mon.
357	Union Academy*				×					30	15,000				40	Sept., 1st Mon.
358	Henry Male and Female College*	0	0	×	×	0	×	400		30–44	10,000			1,000	40	Sept., 1st Mon.
359	Bethel Academy	0	0	0	0	0	0	0		52½–62½	12,000	1,600	96	1,500	40	Sept., 1st Mon.

* From Report of the Commissioner of Education for 1879.
a These statistics are for 1879.
b Charge for tuition a month.
c Average charge.
d School suspended; these statistics are for 1879.
e Value of furniture and apparatus.
f Includes value of church.
g Includes rents.
h Includes board.
i No school this year except the free term of five months.
j From rents.
k Value of apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
360	Browder Institute	0	0	×	×	0	0	.....	3	$18-27	$3,000	$0	$0	$800	36	September 1.
361	Owenton High School[a]	0	0	×	×	0	0	0	.....	25, 35	1, 500	.....	.....	1, 200	40	Sept., 1st Mon.
362	Bath Seminary	.....	.....	×	×	×	×	150	.....	30	5, 000	.....	.....	2, 000	40	September 6.
363	Garth Female College[a]	×	×	×	×	×	0	0	0	50	15, 000	0	0	3, 000	40	September 13.
364	Princeton College	0	0	×	×	×	×	300	.....	20–50	15, 000	0	.....	.....	40	Sept., 1st Mon.
365	Madison Female Institute[a]	.....	×	×	×	.....	.....	100	.....	b22½	25, 000	.....	.....	2, 500	40	Sept., 2d Tues.
366	Bethlehem Literary Institution	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
367	Sharpsburg Male and Female Academy.	.....	.....	×	×	.....	.....	.....	.....	b15	.....	.....	.....	.....	40	September.
368	Fairview Male and Female Seminary.[a]	.....	.....	.....	×	.....	.....	.....	.....	b28	1, 500	.....	.....	650	36	Sept., 1st Mon.
369	Spencer Institute[a]	0	0	×	×	0	0	0	0	35	5, 000	0	0	900	40	Sept., 1st Mon.
370	Riverside Seminary[a]	.....	.....	.....	×	.....	.....	300	.....	28	3, 000	.....	.....	1, 000	40	Sept., 1st Mon.
371	West Liberty Male and Female Seminary.	×	×	×	×	.....	.....	.....	.....	18	5, 000	.....	.....	.....	37	September 1.
372	Winchester Male and Female High School.	.....	.....	.....	×	0	0	0	.....	30, 40, 60	10, 000	.....	.....	4, 400	40	September 1.
373	Collegiate Institute	.....	.....	.....	.....	.....	.....	.....	.....	c300	.....	.....	.....	.....	38	September 29.
374	Millwood Female Institute	.....	×	×	×	.....	×	.....	.....	20–40	d10, 000	.....	.....	.....	39	Sept., 3d Mon.
375	La Tèche Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
376	Convent of the Presentation	.....	×	×	×	0	0	337	0	30–40	.....	0	0	.....	44	September 15.
377	St. Hyacinth's Academy	0	0	×	×	0	0	200	30	30, 40, 50	4, 000	0	0	511	42	September 15.
378	Christian Brothers' College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
379	Commercial and Classical Academy for Boys.	0	0	0	0	0	0	20	10	30, 40	.....	0	0	1, 175	43	September.
380	Locquet-Leroy Female Collegiate Institute.	×	×	×	×	×	.....	.....	.....	33–132	.....	.....	.....	.....	44	September 1.
381	McGrew Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
382	St. Isidore's Institute	0	0	×	0	.....	.....	1, 500	.....	c60–100	.....	.....	.....	.....	.....	September 1.

383	Beechwood Academy			×	×	0	0			25	1,500			500	40	September.
384	Somerset Academy			×	×	0	0			6–9	3,500	6,000	360	15a	22	September 1.
385	Gould's Academy	×	×	×	×	×	×	200	0	18	4,000	5,000	250		35	February 20.
386	East Maine Conference Seminary			×	×	×	×	1,500		14, 20	25,000	18,000	1,200	1,000	40	August, 1st week.
387	Corinna Union Academy	0	×	0	×	×	×	303	1	10½–15	2,000	2,142	126	450	30	Aug., 3d Mon.
388	Greely Institute				×	×	×	500		15	20,000	21,000	1,260	145	33	Aug., last Mon.
389	Westbrook Seminary and Female College.*		×		×	×	×	500		20, 25	8,000				36	September 2.
390	Abbott Family School for Boys at Little Blue.				×	×	×	2,000	25	c250–300	*40,000				37	September 8.
391	Foxcroft Academy a					×	×									
392	Freedom Academy	×	×	0	0	0	0	0	0	10	3,000	1,600				
393	Hallowell Classical and Scientific Academy.*	×	×	×	×	×	×	75	25	24, 30	60,000	1,000	50	2,300	39	September 1.
394	Hampden Academy	0	×	×	×	0	×	840	0	10	3,000	600	25	800	20	August 29.
395	Hartland Academy					×	×	0	0	8, 10	5,500	1,000	60	475	20	February 1.
396	Limington Academy	×		×	×	×	×	100	25		3,000	1,000	40	400	22	Aug., last Wed.
397	Mattanawcook Academy	0	0	×	×	0	0	0	0	9–15	1,500	2,800	150		32	September.
398	Litchfield Academy				×	×	×			8–11						August.
399	Lincoln Academy	0	0	×	0	0	×			16–24	3,000	10,300	600		40	September.
400	Eaton Family and Day School	×	×	×	×	×	×	600	100	20–35	8,000	0	0	2,200	40	Sept., 1st Mon.
401	Patten Academy	0	0	0	0	×	×	0		9–12	1,500	3,200	c640	87	30	Sept., 1st Mon.
402	City of Portland School	0	0	0	0	×	×	275	30	80		0		2,400	40	Sept., 1st Mon.
403	Berwick Academy	0	0	0	0	0	0	500	0	20	10,000	12,000	800	750	40	September 1.
404	Franklin Family School		×		×	0	0	450		c300	5,000			c7,500	41	Sept., 3d week.
405	Oak Grove Seminary	0	×	0	×	×	×	150	0	20–30	*15,000	0	0	*1,200	33	August.
406	F. Knapp's German and English Institute.*	×	×	×	×	×	×		200	25	50,000				48	September 1.
407	Mt. St. Agnes' Academy		×	×	×					c220					40	
408	Mt. Vernon Institute	×	×	×	×	×	×			60–125					37	September 20.
409	Newton Academy							300		60	15,000				40	
410	Oxford School for Boys		×					200	20	46–126					40	September 14.
411	Patterson Park Seminary*		×	×	×	0	0			60, 100				1,200	40	September.
412	Roland Academy	×		×	×										44	September 20.
413	St. Francis' Academy*															
414	St. Joseph's Academy (Calvert Hall).			×	×	0	×	3,500		48					45	Sept., 1st Mon.
415	School for Boys	×	×	0	0	0	0			130–160					42	September 15.
416	Southern Home School		×	×	×	×	×	300		c500						Sept., 3d Wed.
417	Zion School of Baltimore	×	×	×	0	×	×	450	0	25		0	0		40	Sept., 1st Mon.
418	Brookeville Academy*							0		30–40	7,150	0	0	300	40	September 15.
419	Mount St. Joseph's College									c200					40	Sept., 1st Mon.
420	Mount de Sales Academy			×	×											
421	Overlea Home School for Young Gentlemen.		×		×	0	0				20,000					Sept., 2d Mon.
422	Charlotte Hall School	0		0	0	×	×	1,000	50	30	20,000		f1,600	800	42	Sept., 1st Mon.
423	Holy Trinity School				×					20				200	44	September 5.
424	College of St. James Grammar School.	×			×	×	×	11,000		c300	50,000	0	0	9,000	40	September 15.

* From Report of the Commissioner of Education for 1879.
a These statistics are for 1879.
b Average charge.
c Includes board.
d In 1878.
e Includes income from other sources.
f State appropriation.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
425	West Nottingham Academy	.....	.....	.....	.....	×	.....	100	25	$30–60	$7,200	.....	a$500	.....	40	Sept., 1st Mon.
426	Elkton Academy	×	.....	×	×	.....	.....	.....	.....	b25	.....	.....	.....	.....	40	Sept., 1st Mon.
427	Patapsco Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September.
428	Academy of the Visitation	.....	×	×	×	.....	.....	.....	.....	c200	.....	.....	.....	.....	40	Sept., 1st Mon.
429	St. John's Literary Institute	×	.....	0	0	0	0	2,000	10	15–30	.....	.....	.....	$350	40	Sept., 1st Mon.
430	Glenwood Institute	×	×	×	×	×	×	2,013	40	23,000	.....	.....	.....	.....	40	September.
431	Hagerstown Female Seminary Musical Institute.	×	×	×	×	×	×	1,560	100	.....	.....	.....	.....	.....	40	September 9.
432	Mt. St. Clement's Preparatory College.	.....	.....	.....	.....	.....	.....	.....	.....	200	.....	.....	.....	.....	42	September 1.
433	New Windsor College	×	.....	×	×	×	×	2,000	0	45	50,000	$0	0	4,500	38	September 7.
434	McDonogh School	×	×	×	0	×	×	1,492	106	0	878,170	705,000	40,000	0	42	August, 2d week.
435	The Hannah More Academy	×	×	×	×	.....	.....	.....	.....	28	15,000	4,000	240	500	39	Sept., 3d Wed.
436	St. George's Hall for Boys	×	.....	×	×	×	×	450	30	75	30,000	.....	.....	c6,500	40	September 15.
437	St. Mary's Female Seminary	.....	.....	×	×	.....	.....	200	.....	20, 30	10,000	.....	.....	1,200	38	October 1.
438	Rockland School for Girls	.....	×	×	×	0	×	300	25	40	18,000	.....	.....	.....	39	September 15.
439	Pen Lucy School for Boys	0	0	0	0	0	0	0	.....	100	25,000	.....	.....	2,000	39	September 15.
440	Punchard Free School	0	×	×	0	×	×	85	0	0	40,000	75,000	4,000	0	38	Aug., last Wed.
441	Family School for Young Ladies	.....	×	×	×	0	0	200	.....	60	5,000	0	0	1,700	38	September 21.
442	Powers Institute	0	0	×	.....	0	×	3,800	.....	24	15,000	.....	600	.....	33	August.
443	Howe School	0	0	0	0	×	×	.....	.....	0	.....	.....	.....	220	40	Aug., last Mon.
444	Houghton School	0	0	0	0	0	0	0	0	d12	2,000	12,000	719	.....	40	Aug., 3d Wed.
445	Day and Boarding School for Young Ladies and Children.*	.....	×	×	×	.....	.....	.....	.....	60–100	.....	.....	.....	.....	36	Sept., 3d Wed.
446	Institute of Languages*	.....	.....	.....	.....	.....	.....	.....	.....	100	e300	.....	.....	1,100	40	September 1.
447	Newbury Street School*	×	×	×	×	.....	.....	1,600	.....	80–800	.....	.....	.....	.....	24	October 1.
448	Otis Place School	.....	×	×	.....	.....	.....	.....	.....	200	15,000	.....	.....	.....	36	September 29
449	Miss Putnam's English and Classical Family and Day School.*	.....	×	×	×	.....	×	1,000	.....	100–200	.....	.....	.....	.....	36	September 20.

450	Mrs. S. H. Hayes' Home and Day School.*	.....	×	×	×	0	×	3,000	.....	100-200	30,000	.....	.....	6,000	38	September 25.
451	St. Margaret's School	0	×	×	×	0	0	0	.....	50-200	.....	0	.....	3,643	36	Sept., last Wed.
452	Union Park School for Young Ladies.	.....	×	0	0	0	×	50	.....	60-160	c500	.....	.....	5,000	38	September.
453	Thayer Academy	×	×	×	0	0	0	100	.....	(f)	100,000	240,000	12,000	650	38	September 15.
454	Hitchcock Free High School	.....	×	×	.....	×	×	1,400	100	0	15,000	80,000	4,500	.....	40	August 25.
455	Deerfield Academy and Dickinson High School.	0	0	0	0	×	×	1,000	100	30	20,000	50,000	2,800	.....	38	September 8.
456	Nichols Academy*	×	×	×	×	.....	×	93	.....	30	15,000	6,000	420	226	38	September 1.
457	Partridge Academy	×	×	×	0	0	×	300	0	0	10,000	24,600	1,590	0	40	Sept., 1st Mon.
458	Home School for Young Ladies* g	.....	.....	×	×	0	0	300	0	75	7,000	.....	.....	.....	40	September 20.
459	Lawrence Academy	.....	×	×	×	×	×	50	10	18	2,500	10,000	600	300	36	Sept., 1st Mon.
460	Dean Academy	×	×	×	×	×	×	780	0	30	200,000	100,000	6,000	2,800	39	September 9.
461	Sedgwick Institute*	.....	×	.....	×	.....	×	1,000	32	c400	17,000	.....	.....	.....	37	September 8.
462	Prospect Hill School h	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September.
463	The Elms	.....	×	×	×	×	×	500	.....	.....	.....	.....	.....	.....	.....	.....
464	Hanover Academy	×	×	0	0	0	×	100	.....	24, 28	4,000	2,000	.....	600	40	September 1.
465	Derby Academy	.....	×	×	.....	×	0	100	.....	d26	.....	.....	.....	400	40	September 1.
466	Leicester Academy i	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
467	St. Patrick's Female Academy*	.....	×	×	×	×	×	650	.....	.....	.....	.....	.....	.....	44	Sept., 1st Mon.
468	Tabor Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
469	Barstow School	.....	×	×	.....	.....	.....	53	.....	.....	3,500	7,000	270	.....	40	Sept., 1st Mon.
470	Eaton Family School	×	×	.....	×	×	×	.....	.....	c300	9,000	.....	.....	800	38	Sept., 2d Mon.
471	Admiral Sir Isaac Coffin's Lancasterian School.	0	×	×	0	×	×	900	0	8	12,000	40,000	2,200	600	40	September 1.
472	Friends' Academy*	0	.....	0	.....	×	×	2,000	.....	125	.....	.....	.....	.....	40	September 1.
473	Consolidated High and Putnam Schools.	.....	×	0	0	0	×	300	0	0	40,000	56,352	3,900	0	43	Sept., 1st Mon.
474	South Berkshire Institute	×	0	×	×	0	×	200	6	30	25,000	0	0	1,764	39	September 10.
475	New Salem Academy*	.....	.....	.....	.....	.....	.....	310	.....	15-24	10,700	6,750	.....	.....	38	Dec., 1st Tues.
476	Northfield Seminary	0	×	×	×	0	×	300	.....	c100	j30,000	.....	.....	8,000	37	September 9.
477	Sawin Academy	×	×	×	0	×	×	30	.....	d40	27,000	20,000	1,200	200	38	September.
478	Dummer Academy*	0	0	0	0	0	0	300	0	21	6,000	16,000	1,000	175	39	August, 4th Tues.
479	Family and Day School for Young Ladies.	×	×	×	×	.....	.....	3,000	.....	.....	.....	.....	.....	.....	.....	.....
480	Hillside Home	.....	×	×	×	0	0	.....	.....	35-50	.....	.....	.....	.....	35	October 1.
481	Waltham New Church School	.....	×	×	×	×	×	.....	.....	60, 75	k20,000	k13,000	k700	k2,800	39	September.
482	Wesleyan Academy	×	×	×	×	×	×	5,000	10	b30	150,000	0	0	.....	39	September 1.
483	English and Classical School	.....	.....	.....	×	.....	.....	300	.....	c450	5,000	.....	.....	.....	40	September.
484	Highland Military Academy	×	×	×	.....	×	×	1,000	.....	c350	50,000	.....	.....	c16,000	38	September 10.
485	School of Modern Languages	.....	×	×	×	.....	.....	450	30	.....	.....	.....	.....	.....	40	Sept., 3d Wed.
486	Miss Williams' School	.....	×	×	×	0	0	200	.....	b150	.....	.....	5,000	2,000	40	September 15.
487	Raisin Valley Seminary*	×	×	0	0	0	×	200	10	22	l10,000	25,000	2,000	1,650	40	September.
488	Detroit College	0	0	×	0	×	×	3,500	150	40	30,000	0	0	4,000	40	Sept., 1st Mon.

* From Report of Commissioner of Education for 1879.
a State appropriation.
b Average charge.
c Includes board.
d For non-residents.
e Value of apparatus.
f Free to residents of Braintree, Quincy, Randolph, and Holbrook; $75 to others.
g Since the date of these statistics, a department preparatory to college has been organized in this school, see Table VII.
h Suspended in 1879-'80 and reopened in September, 1880.
i Temporarily suspended.
j Value of building.
k In 1878.
l From report of State superintendent for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
489	Detroit Female Seminary*	.....	×	×	×	×	×	49	25	$40–100	$35,000	.....	.....	$10,000	40	September 6.
490	German-American Seminary	×	×	×	0	×	×	500	50	16–30	25,000	a$3,000	a$263	a2,796	44	Sept., 1st Mon.
491	The Misses Bacon's School	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 7.
492	St. Joseph's Academy*	×	×	×	×	0	0	300	50	5	25,000	.....	.....	2,400	44	Sept., 1st Mon.
493	St. Mary's Academy	.....	.....	×	×	0	.....	500	.....	b120	.....	0	.....	.....	44	September 1.
494	Somerville School	.....	.....	×	×	.....	.....	600	100	b300, 350	18,000	.....	.....	4,000	40	September.
495	St. Croix Valley Academy	×	×	×	×	0	×	600	.....	30	3,000	.....	.....	1,900	36	September 17.
496	Bethlehem Academy and Parish School.	×	×	×	×	.....	×	500	.....	b150	20,000	.....	.....	2,000	36	Sept., 1st Mon.
497	Shattuck School	0	0	×	×	×	×	480	75	b350	100,000	.....	.....	.....	40	September 15.
498	Grove Lake Academy	.....	.....	.....	.....	0	0	80	.....	50	3,000	0	0	800	40	Sept., 1st Mon.
499	St. Boniface Academy	.....	×	×	×	.....	.....	.....	.....	15	3,000	.....	.....	.....	.....	.....
500	High Forest Methodist Episcopal Seminary.	.....	.....	.....	×	.....	.....	.....	.....	19½–22½	5,150	350	.....	.....	39	
501	Convent of the Blessed Sacrament	×	×	×	×	0	0	.....	.....	90	5,000	.....	.....	.....	36	September 1.
502	School of the Holy Apostles	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 1.
503	Minneapolis Academy	.....	.....	.....	.....	.....	.....	.....	.....	25–31	3,600	.....	.....	.....	38	
504	St. Olaf's School	.....	.....	×	×	0	0	200	100	30	30,000	400	.....	2,062	40	July 1.
505	Minnesota Academy	0	0	×	×	.....	.....	*750	.....	.....	*7,000	*5,390	*385	*1,475	.....	
506	Hague's College and Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	30,000	.....	.....	.....	34	
507	Rochester English and Classical School.	.....	.....	.....	.....	0	0	200	.....	21–24	.....	.....	.....	1,800	36	September.
508	St. Joseph's Academy	.....	×	×	×	.....	.....	.....	.....	b150	.....	.....	.....	.....	40	Sept., 1st Mon.
509	St. Paul Home School*	.....	×	×	×	.....	×	506	25	80	8,000	.....	.....	5,600	40	Sept., 1st Mon.
510	Gustavus Adolphus College	0	0	×	×	0	0	500	.....	20	25,000	0	0	1,100	34	Sept., 1st Mon.
511	Wesleyan Methodist Seminary	.....	×	×	×	×	×	431	19	c18	20,000	14,800	1,480	400	28	September 8.
512	Methodist District High School	.....	.....	×	×	.....	.....	60	.....	20, 30, 40	3,000	.....	.....	2,500	40	September 1.
513	Booneville Institute d	0	0	0	0	0	0	0	0	18–45	3,000	0	0	.....	36	September.

514	Brandon Female College*	.....	×	.....	×	×	.....	100	.....	.....	10,000	.....	.....	2,000	40	Sept., 1st Mon.
515	Brookhaven Male Academy*	.....	.....	.....	.....	.....	.....	.....	.....	75	8,000	.....	.....	.....	44	Sept., 1st Mon.
516	Waverly Institute	×	×	×	×	0	.....	.....	.....	20–40	.....	.....	.....	.....	40	Sept., 1st Mon.
517	Carrollton Female College	.....	.....	×	×	×	×	300	.....	.....	12,000	0	0	.....	40	September 13.
518	Mt. Hermon Female Seminary*	.....	.....	.....	.....	.....	.....	170	15	*b*90	8,000	.....	.....	*b*500	40	October 4.
519	Corinth Female College*	×	.....	.....	×	0	0	250	40	30, 40, 50	3,500	.....	.....	1,000	40	Sept., 1st Mon.
520	Holly Springs Normal Institute	.....	.....	×	×	.....	.....	.....	.....	.....	6,000	.....	.....	400	36	Oct., 1st Mon.
521	Iuka Female Institute	.....	.....	×	×	0	0	0	.....	15–25	2,000	0	.....	1,000	40	September 1.
522	Kosciusko Male and Female Institute.*	.....	.....	×	×	0	0	.....	.....	22, 32, 42	5,000	0	0	1,261	.....	Sept., 1st week.
523	McComb City Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
524	Natchez Seminary	.....	.....	×	.....	.....	.....	200	.....	9	20,000	.....	.....	400	36	October 1.
525	Oakland Male and Female College	.....	.....	×	×	.....	×	500	.....	*c*2–4	.....	.....	.....	.....	.....	September.
526	Okolona Female Institute	.....	×	×	×	.....	.....	300	25	*f*12–15	10,000	0	.....	*f*2,000	40	Sept., 1st Mon.
527	Okolona Male Academy*	×	×	0	0	×	×	275	36	10–20	6,500	0	0	750	40	January 1.
528	Pontotoc Male Academy*	0	.....	0	0	0	0	0	.....	20–40	3,000	0	0	750	40	Oct., 1st Mon.
529	Sardis Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
530	Sardis Male Institute	.....	.....	×	×	0	0	800	20	30, 40, 50	1,500	.....	.....	1,000	40	January 1.
531	Starkville Female Institute	×	×	×	×	×	×	500	.....	20–50	10,000	.....	.....	4,000	40	Sept., 3d Mon.
532	Zion Hill High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
533	Vaiden Male and Female Institute	×	×	×	×	0	0	0	0	20, 30, 40	7,000	0	0	1,600	40	September 6.
534	North Mississippi Male and Female College.*	×	×	×	×	0	0	.....	.....	25–50	4,000	.....	.....	2,000	40	September 1.
535	Walthall Male and Female High School.	.....	.....	.....	×	0	0	1,200	400	*c*3	1,500	0	0	1,500	40	September 1.
536	Jefferson College*	0	0	0	0	.....	×	2,500	0	20	20,000	30,000	2,500	600	40	Sept., 3d Thurs.
537	Winona Female College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
538	Arcadia College and Academy of the Ursuline Sisters.*	.....	×	×	×	0	0	400	300	.....	*g*25,000	.....	.....	.....	40	September 1.
539	Watson Seminary	0	.....	×	×	.....	.....	380	20	20–40	4,500	9,000	500	600	40	Sept., 1st Tues.
540	Avalon Academy	.....	.....	×	×	0	×	125	25	24	10,300	.....	.....	1,020	39	September 1.
541	The Kemper Family School	.....	.....	×	×	×	×	1,000	.....	*b*310	20,000	.....	.....	*b*15,910	40	September 8.
542	Butler Academy	×	×	.....	.....	×	.....	218	60	21½–26½	4,000	.....	.....	1,035	38	Sept., 1st Mon.
543	Bellevue Collegiate Institute	.....	×	×	×	.....	.....	.....	.....	10–40	*h*8,000	.....	.....	*h*1,600	40	September 5.
544	Grand River College	0	0	×	×	×	×	500	20	30–35	5,000	0	0	1,200	36	Sept., 4th Mon.
545	Carleton Institute*	.....	.....	×	×	.....	×	300	.....	14–24	10,000	.....	.....	.....	38	September 8.
546	Kirkwood Seminary	×	×	×	×	0	.....	2,000	.....	24–80	30,000	.....	.....	.....	40	September 5.
547	Louisiana College	.....	.....	.....	.....	.....	.....	0	0	20–40	12,000	0	0	0	39	.....
548	Marionville Collegiate Institute*	.....	×	×	×	0	×	.....	.....	15–30	20,000	.....	.....	14,000	38	Sept., 1st Tues.
549	Morrisville Male and Female Collegiate Institute.	0	0	×	×	×	×	200	2	20–40	6,000	0	0	1,900	40	Sept., 1st Mon.
550	Oak Ridge High School*	0	×	×	×	0	×	75	0	32	8,000	0	0	1,300	38	August 30.
551	St. Paul's College*	.....	.....	×	×	×	×	2,000	40	40	10,000	.....	.....	4,500	40	September 1.
552	Park College	.....	.....	×	×	0	0	3,000	1,000	30	.....	.....	.....	.....	37	September 20.
553	Pilot Grove Collegiate Institute	×	×	×	×	×	×	300	50	40	3,000	.....	.....	3,500	40	September 6.
554	St. Charles College	×	.....	×	×	0	.....	500	.....	30, 40	20,000	23,000	1,800	.....	40	Sept., 1st week.
555	Young Ladies' Institute	.....	×	×	×	×	×	500	.....	34–54	12,000	0	.....	5,000	41	Sept., 1st Mon.

* From Report of the Commissioner of Education for 1879.
a From report of State superintendent for 1879.
b Includes board.
c Average charge.
d These statistics are for the year 1879.
e Charge for tuition a month.
f For five months.
g Grounds and buildings.
h In 1878.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none: .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
556	Mrs. Cuthbert's Seminary for Young Ladies.	.....	×	×	×	×	×	1,500	0	$150	a$1,000	.....	.....	$15,000	40	Sept., 2d Mon.
557	German Institute*	×	×	.....	.....	×	×	1,000	6	40–64	16,000	.....	.....	.....	40	September.
558	St. Patrick's Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
559	School of the Good Shepherd	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
560	Salem Academy	.....	×	×	×	0	×	150	150	15–36	11,700	.....	.....	b$3,495	40	Sept., 2d Wed.
561	Weaubleau Christian Institute	.....	.....	×	×	0	0	.....	.....	10½–21	2,000	.....	.....	780	40	September 5.
562	Nebraska Baptist Seminary	.....	×	×	×	.....	.....	600	600	19½	17,500	.....	.....	1,500	36	September.
563	Pawnee City Academy	.....	.....	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	39	September 1.
564	Nebraska Conference Seminary	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	.....
565	Atkinson Academy	0	0	0	0	0	×	1,000	.....	15, 18	4,000	$13,973	.....	.....	.....	September 15.
566	Chester Academy	0	0	0	0	0	0	0	0	25	6,000	6,000	300	.....	38	September 1.
567	Stevens High School*	0	0	×	0	0	×	500	30	c4	500	0	0	350	40	September 1.
568	Gay's English and Classical School	.....	.....	.....	.....	.....	.....	120	120	d21	30,000	10,000	600	229	39	Sept., 1st Wed.
569	Contoocook Academy	.....	.....	.....	.....	.....	.....	.....	.....	45, 75	.....	.....	.....	975	36	September 1.
570	Pinkerton Academy	0	0	0	×	×	×	350	0	21	5,000	20,000	1,250	750	40	August.
571	Franklin Academy	.....	.....	.....	.....	.....	.....	800	.....	.....	.....	10,000	.....	.....	40	September.
572	Francestown Academy	0	0	×	×	×	×	350	0	18, 21	3,000	10,172	428	1,150	35	Aug., last Tues.
573	Gilmanton Academy*	0	0	×	×	×	×	840	50	15, 18	10,000	10,000	600	500	36	Sept., 1st Wed.
574	Brackett Academy	0	0	×	0	×	×	100	16	17	5,000	0	0	550	36	Sept., 1st Wed.
575	Hillsborough Bridge Union School and Valley Academy.*	.....	.....	.....	.....	.....	.....	.....	.....	10	5,000	.....	.....	.....	40	May.
576	Kingston Academy*	.....	×	.....	.....	.....	×	.....	.....	20	10,000	3,000	150	700	34	September 15.
577	Lancaster Academy	.....	.....	.....	.....	0	×	.....	.....	.....	3,000	2,000	120	600	39	Sept., 1st Mon.
578	Academy of the Sisters of Mercy	.....	×	×	×	.....	.....	.....	.....	e150	.....	.....	.....	.....	40	Sept., 1st Mon.
579	Milton Classical Institute*	.....	×	×	.....	0	0	0	0	9–15	2,000	0	0	.....	31	May 20.
580	New Hampton Literary Institution and Commercial College.	×	0	×	×	×	×	4,000	.....	20–25	30,000	9,000	700	4,000	40	August 23.

581	North Conway Academy	×	×	×	×	0		0		12–18	1,000	55	7	237	30	September 20.
582	Northwood Seminary*						×	400		18	5,000				33	Sept., 1st Tues.
583	Pembroke Academy	0	0	0	0	×	×	325		17–21	5,200	14,800	468	842	37	Aug., 3d Wed.
584	Pittsfield Academy*	×	×	×	×	×	×	500	50	25	3,000	1,500	90		39	September 1.
585	Miss Morgan's English, French, and German School for Young Ladies.		×	×	×	0		750		100	20,000				36	Sept , 3d Wed.
586	Smith's Academy and Commercial College.	×	×	0	0										40	Sept., 1st Mon.
587	McGaw Normal Institute		×		×		×	275	75	16–24	5,000	10,000	525	400	38	Sept., 1st Wed.
588	New Hampshire Conference Seminary and Female College.	×	×	×	×	×	×	600		*f* 27	25,000	13,000	780	2,700	39	August 24.
589	Simonds Free High School*	0	0	0	×	0	0	200		15	10,000	25,000	13,500		39	August 18.
590	Tubbs' Union Academy	0	0	0		0	0	0		3		1,500	90			
591	Kearsarge School of Practice*	×		×	×	×		100		*c*150	5,000			1,200		September 1.
592	Wykeham Institute		×	×	×					40–100					38	September 15.
593	Blair Presbyterial Academy		×	×	×			500	6	40		37,500	2,615	2,250	40	Sept., 1st Tues.
594	South Jersey Institute	×	×	×	×	×	×	1,200	600	40, 50	75,000	0	0	5,000	40	Sept., 1st Wed.
595	Brainerd Institute			×	×	×	×			40	11,000	0		1,200	40	August 30.
596	The Elizabeth Institute*		×		×	0	0	450		*c*400	20,000			5,000	40	Sept., 3d Wed.
597	Misses Hayward's English and French School for Young Ladies.		×	×	×										40	Sept., 3d Wed.
598	Jefferson Park Academy	×	×	×	×	0	×	650	50	40–100	10,000				40	September 13.
599	English and Classical School*	0	0	×	×	0	0	203	0	20–40	4,000	0	0	1,067	40	Sept., 1st Tues.
600	Freehold Institute		×		×	×	×	2,000	50	*c*350	40,000				40	Sept., 2d Tues.
601	Hackensack Academy*					×	×			40–120					40	September 13.
602	Centenary Collegiate Institute	×	×	×	×	×	×	600	75	*c*225	200,000				39	September 7.
603	St. Agnes' Hall		×	×	×					*c*150						September 8.
604	St. John's Academy									*c*150						September 8.
605	"The Home" Seminary	0	×	×	×	×	×	0	0	20–42	8,000	0	0	906	40	Sept., 1st Mon.
606	Academy of the Sacred Heart*															
607	German-American School.		×	×			×	50		12–33	*a*50			1,050	48	September 1.
608	German-American School in the Martha Institute.*	×	×	×	×		×			25				3,500	40	Sept., 1st Mon.
609	German, English, and French Academy.	×	×	×	×	0				20–60	17,000				44	September 1.
610	Hoboken Academy	×	×	×	0	×	×	300		60	24,000			14,000	44	September.
611	Young Ladies' Institute															
612	Hopewell Seminary*	×	×	×	×	0	×	350	25	32	20,000	0	0	1,200	40	September 8.
613	Hasbrouck Institute	×	×	×	0	0	×	100	100	100	20,000			17,000	40	Sept., 2d Mon.
614	St. Aloysius Academy*															
615	St. Peter's College															
616	Classical and Commercial High School.	×	×	×	×		×	2,000		*c*330	30,000					September 12.
617	Lawrenceville Young Ladies' Seminary.			×	×					45	8,000				38	September.
618	St. Elizabeth's Academy															
619	Glenwood Institute			×	×	×	×			24–80	14,500			4,800	36½	September.

* From Report of the Commissioner of Education for 1879.
a Value of apparatus.
b Income from tax.
c Charge for tuition a term.
d For non-residents.
e Includes board.
f Average charge.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
620	Moorestown Academy*	×	×	0	0	×	×	400	.....	$45	$3,000	.....	.....	$2,500	40	September 1.
621	English and French Boarding and Day School.*	.....	×	×	×	.....	.....	500	50	100	25,000	.....	.....	12,000	40	September 30.
622	Miss Longwell's Seminary*	.....	×	×	×	×	×	.....	.....	44–84	.....	.....	.....	.....	39	September 17.
623	Morris Academy	.....	.....	.....	.....	0	0	0	.....	100	a60,000	$0	.....	2,300	38	Sept., 1st Wed.
624	Morris Classical Institute	.....	.....	.....	.....	.....	.....	.....	.....	100	.....	.....	.....	1,150	38	September 8.
625	Mt. Holly Academy	×	.....	.....	×	×	×	.....	.....	40–60	5,000	.....	.....	.....	40	Sept., 2d Monday.
626	Beacon Street German-American School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
627	First German and English Presbyterian School.	×	×	×	0	0	×	100	10	10	5,000	0	$0	3,200	48	April 1.
628	German-American Elementary and High Grammar School.	×	×	×	0	×	×	392	0	24	24,309	0	0	5,324	45	April 1.
629	Mrs. Park's Seminary for Young Ladies.	.....	×	×	×	0	×	500	20	50–100	b100	.....	.....	3,200	40	Sept., 3d Wed.
630	Newton Collegiate Institute	×	.....	×	×	0	0	200	.....	20–50	.....	.....	.....	.....	40	September 6.
631	Passaic Classical School c	0	×	0	0	0	0	238	.....	d47	7,000	0	0	1,100	40	September 7.
632	Passaic Falls Institute	.....	×	×	×	×	×	.....	.....	50–96	b500	.....	.....	3,500	40	September.
633	Paterson Seminary	.....	×	.....	.....	.....	×	.....	.....	40–80	.....	.....	.....	.....	38	September.
634	Pennington Institute	.....	.....	×	×	×	×	2,200	.....	e160–180	20,000	.....	.....	.....	44	Sept., 1st Monday.
635	North Plainfield Seminary*	.....	×	×	×	.....	.....	600	200	100	.....	.....	.....	.....	40	September 16.
636	Seminary at Ringoes	.....	.....	×	×	.....	.....	2,000	.....	30	3,000	.....	.....	.....	42	September 1.
637	Collegiate Institute	.....	×	×	×	×	×	400	20	30–50	15,000	0	.....	1,200	40	Sept., 1st Tuesday.
638	Union Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,000	.....	.....	.....	.....	.....
639	The Rights Academy	×	×	×	×	0	×	1,800	50	15	15,000	.....	.....	e4,000	40	September 14.
640	Miss Sarah B. Mathews's School*	×	×	×	×	0	0	0	0	50–125	.....	.....	.....	1,800	38	September 21
641	Trenton Academy	.....	.....	.....	.....	×	×	200	.....	36	.....	20,000	1,000	.....	40	Sept., 1st Monday.
642	Hungerford Collegiate Institute	×	×	×	×	×	×	1,408	54	27–42	50,800	0	0	2,600	39	September 6.

641	Trenton Academy	....	....	....	....	×	×	200	....	36	....	20, 000	1, 000	....	40	Sept., 1st Monday
642	Hungerford Collegiate Institute	×	×	×	×	×	×	1, 408	54	27–42	50, 800	0	0	2, 660	39	September 6.
643	Albany Academy	....	×	×	0	×	×	1, 100	100	20–88	100, 000	4, 000	200	13, 000	41	Sept., 2d Monday.
644	Albany Female Academy	×	×	×	×	×	×	4, 000	.....	24–96	40, 000	.....	.....	6, 250	40	September 10.
645	Christian Brothers' Academy	0	0	×	0	0	×	600	75	*d*30	50, 000	0	0	3, 420	40	Sept., 1st Monday.
646	St. Mary's School for Girls															
647	Albion Union School	0	0	0	0	×	×	875	42	18	16, 000	.....	.....	1, 800	40	October 1.
648	Amenia Seminary	0	×	0	×	×	×	1, 800	.....	35	10, 000	.....	.....	1, 500	39	September 15.
649	Amsterdam Academy	×	×	×	×	×	×	2, 450	.....	50	38, 000	.....	.....	4, 255	40	Sept., 1st week.
650	Argyle Academy	0	0	0	0	0	×	900	.....	22	.....	0	0	800	40	September 1.
651	Cayuga Lake Academy	.....	×	×	×	×	×	3, 000	4	32–40	15, 000	15, 000	900	1, 640	40	September 9.
652	Bedford Academy	0	×	0	0	0	×	0	0	*d*28	*2, 000	.....	.....	700	40	Sept., 1st Mon.
653	Genesee Valley Seminary	0	×	×	×	×	×	483	3	21	7, 589	.....	.....	222	39	Sept., 1st Mon.
654	Bridgehampton Literary and Commercial Institute.	.....	.....	.....	×	×	×	82	0	30	3, 620	0	0	684	39	July 2.
655	Brookfield Union School and Academy.	×	.....	×	.....	×	×	297	38	15	3, 000	.....	.....	410	39	September 20.
656	Academic department of Brooklyn Collegiate and Polytechnic Institute.	×	×	×	0	(*f*)	×	(*f*)	.....	*d*110	(*f*)	.....	.....	50, 985	40	September.
657	Adelphi Academy	×	×	×	0	×	×	1, 000	25	40–160	177, 000	0	0	53, 000	40	September 13.
658	Brooklyn Hill Institute	×	×	×	×	....	.....	100	20	15–30	18, 000	.....	.....	*e*3, 000	39	September 16.
659	Chêneviére Institute	×	×	×	×	....	....	1, 000	.....	40–100	.....	.....	.....	.....	40	September 21.
660	College Grammar School	.....	.....	.....	.....	×	×	275	15	15–30	.....	0	0	.....	40	September 15.
661	Professor Davison's Institute*	0	0	0	0	0	0	1, 000	.....	120	0	0	0	2, 400	40	September 13.
662	Friends' Seminary*	×	×	0	0	0	0	.....	.....	10, 12, 15	.....	.....	.....	.....	40	September.
663	German-American Boarding and Day School for Young Ladies and Children.	.....	×	×	×	.....	.....	.....	.....	64–150	.....	.....	.....	.....	.....	September 21.
664	German, English, and French Institute.	×	×	×	×	.....	.....	.....	.....	6–25	.....	.....	.....	.....	40	September 10.
665	Juvenile High School*	.....	.....	×	0	0	0	0	0	80	75, 000	0	0	12, 000	40	September.
666	Lafayette Academy	.....	0	.....	0	0	0	0	.....	48–140	.....	.....	.....	.....	40	September 13.
667	Miss Rounds's School for Girls	.....	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September 21.
668	State Street Academy	×	×	×	0	×	×	.....	.....	24–48	1, 200	.....	.....	.....	44	September 1.
669	Washington Avenue Institute for Young Ladies and Misses.	.....	×	×	×	.....	.....	.....	.....	40, 60	.....	.....	.....	.....	40	September 8.
670	Buffalo Practical School	×	×	×	×	×	×	693	.....	100	*g*1, 200	.....	.....	2, 263	41	Sept., 1st Mon.
671	Heathcote School	0	0	0	0	0	0	0	0	40–120	12, 000	0	0	3, 200	40	Sept., 1st Mon.
672	Canandaigua Academy	0	0	0	0	×	×	1, 200	10	40	20, 000	12, 000	720	3, 100	40	Sept., 1st Thurs.
673	Canisteo Academy	.....	×	×	×	×	×	323	.....	24	19, 823	2, 100	147	1, 356	39	September 2.
674	Chappaqua Mountain Institute	×	×	0	0	×	×	400	.....	*e*225	55, 000	.....	.....	.....	40	September 5.
675	Cincinnatus Academy	×	×	×	×	×	×	350	4	*d*20	4, 988	.....	.....	497	42	July 1.
676	Parker Union School	.....	.....	.....	.....	.....	.....	.....	.....	*h*15–27	.....	30, 000	.....	.....	40	August 30.
677	Clifton Springs Seminary	×	×	×	×	0	0	400	10	250	10, 000	.....	.....	2, 000	40	September.
678	Foster School for Young Ladies	.....	.....	×	×	.....	.....	*3, 000	.....	*i*350	.....	.....	.....	.....	.....	Sept., 3d Wed.
679	Clinton Grammar School	×	×	×	×	×	×	225	5	30	1, 200	.....	.....	1, 250	38	Sept., 1st Thurs.

* From Report of the Commissioner of Education for 1879.

a Value of library and lyceum in which the school is held.
b Value of apparatus.
c The name of this school was changed to St. John's School June 25, 1880.
d Average charge.
e Includes board.
f Academic and collegiate departments in the same building and use the same apparatus and library.
g Value of apparatus and library.
h For non-residents.
i Includes board, lectures, gymnastics, medical attendance, &c.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
680	Dwight's Home School for Young Ladies.*	.....	×	×	×	0	×	.....	.....	*a*$300	$20,000	.....	.....	.....	38	September 15.
681	Houghton Seminary*	×	×	×	×	×	×	1,200	.....	28	25,000	.....	.....	.....	40	September 16.
682	The Evening Classes of the Poppenhusen Association.	×	×	.....	0	0	0	1,250	.....	0	60,000	$61,000	b$4,880	0	29	October 1.
683	Cornwall Heights School*	×	.....	.....	.....	×	0	150	.....	*a*500	10,000	.....	.....	.....	.....	September 15.
684	Coxsackie Academy*	0	.....	0	0	0	×	.....	.....	20	.....	.....	.....	.....	44	September 1.
685	Dansville Seminary	.....	×	.....	0	×	×	650	0	21–30	25,000	0	0	2,500	38	September 1.
686	Deansville Academy*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	36	
687	Delaware Academy	×	×	0	×	×	×	1,874	23	30	31,571	.....	.....	2,080	40	Aug., last Tues.
688	Aurora Academy	0	0	×	×	×	×	600	0	*c*19	16,750	0	0	1,750	39	July 1.
689	East Hamburgh Select School*	0	0	0	0	0	0	.....	.....	12½	.....	.....	.....	.....	.....	.....
690	Rural Seminary*	0	0	×	×	×	0	697	5	4–10	4,000	0	0	600	40	September 1.
691	Starkey Seminary	×	×	×	×	×	×	1,540	11	19½–29½	24,770	5,000	200	2,505	39	Sept., 1st Mon.
692	Munro Collegiate Institute	×	×	×	×	×	×	862	3	18, 21, 24	23,643	11,927	699	675	40	August 29.
693	Fairfield Seminary*	×	×	×	×	×	×	3,000	80	.....	10,000	.....	.....	1,700	39	August 26.
694	Fergusonville Academy	×	×	×	×	×	×	360	.....	.....	8,000	.....	.....	.....	40	September 8.
695	Erasmus Hall Academy	×	×	×	×	×	×	2,756	0	6–20	.....	.....	.....	.....	40	Sept., 3d Wed.
696	S. S. Seward Institute*	×	0	×	×	0	×	220	4	20, 25, 30	.....	20,000	1,400	.....	40	September 3.
697	Flushing Institute	×	×	×	×	.....	×	.....	.....	60	.....	.....	.....	.....	40	September.
698	St. Joseph's Academy	.....	×	×	×	×	×	800	.....	200	100,000	.....	.....	.....	40	Sept., 1st Mon.
699	Delaware Literary Institute	.....	×	×	×	×	×	4,000	0	30	30,000	.....	.....	3,000	42	Sept., 1st Wed.
700	Friendship Academy	.....	.....	.....	.....	×	×	600	.....	23	10,000	.....	.....	2,600	39	September 1.
701	Falley Seminary	0	0	×	×	×	×	785	0	24	12,000	0	0	950	39	Sept., 1st Mon.
702	St. Mary's (Cathedral) School	.....	×	×	×	.....	.....	.....	.....	*a*300	.....	.....	.....	.....	40	Sept., 2d Wed.
703	St. Paul's (Cathedral) School	.....	×	×	×	0	0	.....	.....	50–70	.....	.....	.....	.....	40	Sept., 2d Mon.
704	Gilbertsville Academy and Collegiate Institute.	0	×	×	0	0	×	510	12	*c*22½	6,258	2,713	190	836	39	July 1.

705	Elmwood Seminary, Commercial and Select School.	.....	×	.....	×	.....	.....	160	.....	.....	6,000	.....	.....	1,450	40	Sept., 1st Mon.
706	Glen's Falls Academy*	×	×	.....	×	×	×	700	200	40	12,000	.....	.....	4,500	40	September 1
707	Goshen Institute*	0	×	×	×	×	×	300	.....	50	6,000	0	0	3,735	42	September.
708	Gouverneur Wesleyan Seminary	0	0	×	×	0	×	700	.....	18–30	30,000	16,000	1,120	1,800	40	August 21.
709	Hartwick Seminary	.....	0	×	×	×	×	3,000	30	29	35,000	15,000	900	120	39	September 13.
710	Mountain Institute	×	.....	.....	×	×	×	300	.....	a220	5,000	0	0	.....	42	Sept., 1st Mon.
711	Hempstead Institute	×	×	×	×	×	×	500	50	a200–400	12,000	.....	.....	a5,000	42	September 1.
712	Hudson Academy	.....	×	×	.....	×	×	236	0	42	15,332	.....	.....	3,488	40	September 6.
713	Hudson Young Ladies' Seminary	×	×	×	×	0	0	.....	.....	a250	10,000	0	0	.....	40	September 1.
714	The Misses Skinner's School for Young Ladies.*	.....	×	.....	.....	0	0	50	.....	24–48	8,000	.....	.....	1,400	40	Sept., 2d Mon.
715	Jamestown Union School and Collegiate Institute.	×	×	×	×	×	×	1,700	125	21–24	*94,097	.....	.....	.....	41	Aug., last Tues.
716	Lansinburgh Academy*	×	×	×	0	×	×	451	3	24	8,868	6,000	420	921	40	September 4.
717	Lawrenceville Academy*	.....	.....	.....	×	×	×	400	5	c22	5,500	d491	.....	1,463	40	June 23.
718	Le Roy Academic Institute	.....	×	×	×	×	×	1,050	1	c38	c33,668	8,000	500	2,323	40	Sept., 1st week.
719	Liberty Normal Institute	0	×	0	0	0	0	200	0	20	1,000	0	0	1,200	40	September 1.
720	Genesee Wesleyan Seminary	.....	.....	.....	.....	×	×	4,000	.....	0	.....	54,000	.....	.....	39	August 27.
721	Lisle Union School	×	.....	×	.....	0	×	220	28	15	.....	0	0	100	36	September 1.
722	Lowville Academy*	0	×	×	×	×	×	2,791	50	c40	22,000	15,000	1,050	2,998	39	August 1.
723	Macedon Academy	.....	.....	.....	×	×	×	250	.....	18–24	3,000	.....	.....	950	39	July 10.
724	Franklin Academy	0	0	×	0	×	×	1,940	300	15–18	60,000	.....	.....	1,000	40	July 15.
725	St. John's School for Boys*	×	×	×	×	.....	×	530	30	a400	60,000	0	0	10,500	39	Sept., 2d Tues.
726	Marion Collegiate Institute*	.....	×	.....	×	×	×	625	10	15–21	14,954	.....	.....	1,357	40	August 31.
727	Mechanicsville Academy	×	×	×	×	×	×	350	4	18	10,000	.....	.....	1,400	39	September 1.
728	Select Family School	.....	×	×	×	0	0	1,000	.....	50	17,000	.....	.....	1,200	40	Sept., 1st Wed.
729	Mexico Academy	×	×	×	×	×	×	1,287	10	18–30	17,206	0	0	1,733	39	August 22.
730	Middleburgh English, French, and Classical Institute.*	.....	.....	×	×	.....	.....	250	50	40, 80, 100	.....	.....	.....	3,500	40	September 16.
731	Millbrook Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
732	Montgomery Academy	0	0	×	×	0	×	576	6	21, 30, 42	4,250	0	0	549	40	Sept., 1st Mon.
733	Nassau Academy	.....	×	×	×	0	×	50	.....	30	4,000	.....	.....	1,000	36	Sept., 1st Mon.
734	New Berlin Academy	.....	×	.....	×	0	×	.....	.....	.....	4,000	0	.....	.....	39	.....
735	Trinity School f	×	0	0	0	×	×	1,200	.....	120	20,000	.....	.....	5,320	40	Sept., 3d Wed.
736	Gormly Seminary	.....	×	×	×	.....	.....	500	.....	24–48	10,000	.....	.....	.....	40	September 15.
737	New Paltz Academy*	.....	×	×	×	×	×	630	12	50	10,000	.....	.....	3,000	40	September 8.
738	Academy of the Holy Cross	×	×	×	×	0	×	450	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
739	Miss Ballow's English and French School for Young Ladies.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September 27.
740	The Collegiate School	×	×	.....	.....	.....	.....	.....	.....	75–250	.....	.....	.....	.....	38	Sept., 3d Mon.
741	Duane S. Everson's Collegiate School for Boys.	0	×	0	0	0	×	0	0	c175	.....	.....	.....	.....	37	September 21.
742	English, Classical, and Mathematical School for Boys.*	.....	×	0	0	.....	.....	.....	.....	150, 200	.....	.....	.....	.....	38	October.
743	The Fifth Avenue School for Boys.	.....	×	0	0	.....	.....	.....	.....	200	.....	.....	.....	.....	39	September 17.
744	Fort Washington Franco-American College. f	×	×	×	×	×	×	300	80	150	32,000	.....	.....	7,640	40	September 18.

* From Report of the Commissioner of Education for 1879.
a Includes board.
b This includes $765 from rent.
c Average charge.
d State appropriation.
e Includes value of library and furniture.
f These statistics are for the year 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
745	French and English Boarding and Day School.	.....	×	×	×	.....	.....	.....	.....	$100–200	.....	.....	.....	.....	.....	September 29.
746	French Protestant Institution	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., last Thurs.
747	Friends' Seminary*	.....	×	.....	.....	×	×	.....	.....	40–140	$75,000	$35,000	.....	$5,000	40	September 10.
748	Mrs. Froehlich's School*	.....	.....	×	×	0	.....	.....	.....	.....	.....	.....	.....	.....	38	September 21.
749	Miss Jaudon's Boarding and Day School.	.....	.....	.....	.....	.....	.....	.....	.....	80–200	.....	.....	.....	.....	.....	September 25.
750	Dr. J. Sachs' Collegiate Institute.	×	×	0	0	×	0	.....	.....	100–200	.....	.....	.....	.....	41	September 15.
751	Mrs. Leopold Weil's School for Young Ladies.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
752	Manhattan Academy	.....	×	×	×	0	0	400	60	6–22	60,000	.....	.....	.....	44	Sept., 1st Mon.
753	The Misses Marshall's School	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September.
754	Mount Washington Collegiate Institute. a	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
755	Murray Hill Institute*	×	×	0	0	0	×	.....	.....	100–275	.....	.....	.....	5,500	39	September 20.
756	New York Military Academy	×	×	×	×	×	×	1,300	300	500	300,000	.....	.....	38,000	40	September 5.
757	Mrs. Roberts and Miss Walker's English and French School for Young Ladies.	.....	×	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 25.
758	Madame Roch's School	.....	×	×	×	.....	.....	.....	.....	80–250	.....	.....	.....	.....	40	September 20.
759	St. Mary's School	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
760	St. Matthew's Academy	.....	×	×	.....	.....	.....	.....	.....	20–48	35,000	.....	.....	6,926	40	September 1.
761	School for Girls*	0	×	×	0	0	×	.....	.....	100–250	.....	.....	.....	.....	36	October 1.
762	Stern's School of Languages	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	October.
763	Suburban Seminary	.....	×	×	×	.....	.....	.....	.....	575	.....	.....	.....	c2,500	40	September 14.
764	Van Norman Institute	×	×	×	×	.....	.....	1,200	0	75–250	.....	0	$0	7,195	40	October 1.
765	Wm. W. Richards' School for Boys	0	0	0	0	0	0	100	.....	150–250	.....	.....	.....	.....	39	September 24.
766	Chili Seminary*	0	×	×	×	0	×	548	26	15, 24, 30	19,327	0	0	1,400	39	September 3.

766	Chili Seminary*	0	×	×	×	0	×	548	26	150–250 15, 24, 30	19, 337	0	0	1, 460	30	September 2.	
767	Granville Military Academy	×	×	×	×	×	×	600	15	60	60, 000	2, 000		c22, 000	39	Sept., 2d Wed.	
768	Rockland College		×	×	×	×		463	21	60	20, 000			7, 500	40	September 15.	
769	Cary Collegiate Seminary		×	×	×	×	×	750			3, 000	20, 000	1, 400	1 000	40	September 1.	
770	Onondaga Academy	×	×	×	×	0	×	1, 130	130	27	13, 500	1, 600	96	1, 628	40	August 24.	
771	Oxford Academy	×	×	×	×	×	×	1, 211		18–24	22, 018	8, 200	492	923	40	August.	
772	Villa de Sales, Academy of the Visitation.		×	×	×											Sept., 1st Mon.	
773	Pawling Seminary	×	×	×	×					20–60				1, 500	48	August 15.	
774	Academy of Our Lady of Angels			×	×					c160						Sept., 1st Tues.	
775	Peekskill Academy	×	×	×	×	×	×	800	150	50–100	70, 000	0	0	10, 000	40	September 8.	
776	St. Gabriel's School	×	×	×	×	×									40	September 21.	
777	Penn Yan Academy	×	×	×		×	×	2, 500	100		20, 000				40	September 1.	
778	Evans Academy	0	0	0	0	0	×	384	3	2–7	8, 000	15, 000	1, 000	400	52	July 1.	
779	Pike Seminary	0	0	×	×	×	×	345	0	b22½	12, 138	2, 200	1, 540	1, 000	40	July 1.	
780	Seymour Smith Academy	×	×	×	×	0	×	150	50	24–48	15, 000	0	0	2, 600	39	September 14.	
781	Starr's Military Institute	0			×					60–80	25, 000			6, 000	40	September 17.	
782	Port Richmond Union School		×					700	30		15, 000				40	September.	
783	Mrs. Bockée's Seminary for Young Ladies.*		×	×	×	×	×	500		50–75	10, 000			2, 500	40	Sept., 2d Wed.	
784	Brooks Seminary for Young Ladies*																
785	Pelham Institute	0	0	0	0	×	0	0	0	50	10, 000	0	0	1, 200	40	September 6.	
786	Doctor Warring's Military Boarding School.			×	×	×	×	500		60	37, 500	0	0		39	September 15.	
787	Franklin Academy and Union Free School.			×	×	×	×	1, 414	3	d18	12, 608			165	42	August, last Mon.	
788	Pulaski Academy					×	×	400		24	6, 000	0	0	3, 000	39	August 22.	
789	Chamberlain Institute and Female College.	×	×	×	×	×	×	1, 500	75	18	65, 000	38, 000	2, 300	3, 000	42	August 22.	
790	Rensselaerville Academy		×				×	213	6	12–32	5, 207			825	40	September 1.	
791	De Garmo Institute	0	0	×	×	×	×	0		42	25, 000	0	0	5, 738	40	September 7.	
792	Academy of the Sacred Heart	×		×	×	×	×	1, 000	60	50	53, 000				40	Sept., 1st Wed.	
793	Miss Cruttenden's English and French Boarding and Day School for Young Ladies *	×	×	×	×	0	0	600		40–80		0	0		40	September 16.	
794	Livingston Park Seminary*	×	×	×	×	×	×	350	50	60	25, 000				40	September 16.	
795	Nazareth Academy*		×	×	×	0	0	800		250	50, 000					September 16.	
796	Rochester Realschule	×	×	×		0	×	260	25	12–27	16, 000			3, 606	48	May 1.	
797	St. Andrew's Preparatory Seminary*.			×						0		0	0	0		Sept., 1st Mon.	
798	St. Peter's Academy	×	×	×	×			175			12, 000				44	Sept., 1st Mon.	
799	Rye Seminary		×	×	×	×	×			c250					40	September 13.	
800	Sandy Creek Union School (academic department).	×	×	×	×	0	×	252	50	15–24	11, 870			350	39	August 1.	
801	Saugerties Institute	×	×	0	0	0	×	2		12–17	4, 000	0	0	1, 500	40	Sept., 1st Mon.	
802	Sauquoit Academy	×	×	×	×	×	×	150		b27	5, 000			1, 500	40	September 1.	
803	Shushan Classical School																
804	Holbrook's Military School*		×		×	×	×	200	30	c400	25, 000			10, 000	40	September 15.	
805	Mt. Pleasant Military Academy*	×	×	×	×	×	×	12, 000	10, 000	90	75, 000	0			40	September 16.	
806	Ossining Institute for Young Ladies		×	×	×	×	×	1, 500		60	20, 000				40	September 14.	
807	Viretin	×				0	0	500		c450	25, 000				40	September 15.	

* From Report of the Commissioner of Education for 1879. a Temporarily suspended. b Average charge. c Includes board. d To non-residents.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
808	Sodus Academy	....	....	....	....	×	×	386	3	$20	$5,028	....	....	$1,500	42	August 16.
809	Rogersville Union Seminary*	0	0	0	×	×	×	225	....	18–24	9,000	$0	$0	292	39	Sept., 1st Thurs.
810	Southold Academy	×	....	....	×	×	0	90	0	28	6,000	....	....	....	40	Sept., 1st Mon.
811	Griffith Institute and Springville Union School.	0	0	×	×	×	×	287	0	12–24	8,800	10,650	639	739	42	August 25.
812	German-American Institute*	0	×	×	×	×	0	....	....	40–100	....	....	....	....	....	....
813	Syracuse Classical School	0	0	×	×	0	0	300	26	45, 75, 105	....	0	0	3,055	40	Sept., 1st Mon.
814	Miss Bulkley's School	....	×	×	×	....	....	100	....	....	....	....	....	3,700	39	Sept., 1st Mon.
815	Irving Institute*	×	×	0	0	....	....	1,000	....	....	....	....	....	....	40	September 15.
816	Trinity School*	....	×	×	×	....	....	....	....	a500	....	....	....	....	40	September 12.
817	Troy Academy	×	×	0	0	0	×	275	50	a400	35,000	....	....	16,000	38	September 9.
818	Troy Female Seminary	×	×	0	0	×	×	351	2	55	16,500	0	0	3,500	40	September 1.
819	Unadilla Academy	....	....	×	×	0	×	1,519	5	64, 84	75,000	0	0	4,500	40	Sept., 3d Wed.
820	Hartwell's Family School for Boys*	....	....	....	×	0	×	360	10	18	3,800	10,000	700	677	40	September 1.
821	Utica Female Academy*	×	×	×	×	×	×	....	....	100	11,000	....	....	1,600	40	Sept., 2d Mon.
822	Walton Union School	×	×	0	0	×	×	1,500	600	a600	80,000	....	....	....	40	September 15.
823	Walworth Academy	×	×	×	×	×	×	626	4	10	10,144	....	....	525	42	August 25.
824	Warrensburgh Academy	×	0	×	×	×	×	500	....	21½	10,000	800	48	1,200	40	August 30.
825	Warsaw Union School and Academy.	....	×	×	0	×	×	200	0	24	4,305	0	0	1,083	40	September 1.
		....	×	×	0	×	×	1,500	50	18	50,000	....	....	95	40	September 1.
826	Warwick Institute*	×	×	0	0	×	×	460	0	18, 22, 26	9,200	0	0	310	43	Aug., last Mon.
827	Riverside Seminary	0	×	×	×	0	×	1,000	20	0	4,000	0	0	2,000	40	September 1.
828	West Winfield Academy	×	×	×	×	×	×	840	9	21–33	14,000	....	....	2,100	40	September 3.
829	Alexander Institute	×	×	....	×	×	×	1,000	0	a400	20,000	0	0	a6,500	37	September 14.
830	Whitestown Seminary	×	×	×	×	×	×	1,328	10	18–30	48,580	0	0	2,400	39	Aug., last week.
831	Red Creek Union Seminary	....	....	0	×	×	×	300	....	5?4	12,000	....	....	1,500	40	August 23.
832	Woodhull Academy and Union School.*	....	....	....	×	0	×	200	0	c15	5,000	....	....	400	39	September 1.

832	Woodhull Academy and Union School.*	.....	.....	.....	×	0	×	200	0	a15	8,000	.....	.....	400	30	September 1.
833	Middlebury Academy	0	0	0	×	×	×	1,000	3	21	12,000	5,000	350	467	40	September 1.
834	Yates Academy	0	0	0	0	0	×	400	3	18	3,500	.....	24	475	40	July 1.
835	School for Young Ladies and Children.	.....	×	×	×	.....	.....	.....	.....	100	.....	.....	.....	.....	38	September.
836	Belvidere Academy	.....	.....	.....	.....	.....	.....	.....	.....	18–20	800	.....	.....	500	32	October 1.
837	Cary High School	0	0	×	×	0	0	.....	.....	15–40	2,500	.....	.....	.....	40	September 1.
838	Hughes' Academy	0	0	0	0	0	0	250	6	30–50	2,000	2,000	1,500	700	20	January 15.
839	Charlotte Female Institute	×	×	×	×	×	×	.....	.....	50	25,000	0	0	12,000	40	Sept., 2d Wed.
840	Scotia Seminary	.....	.....	×	×	.....	0	1,000	.....	0	18,000	1,000	.....	0	32	Nov., 1st Tues.
841	Bethel Academy	.....	.....	.....	.....	.....	.....	.....	.....	12–32	1,000	.....	.....	800	40	January 26.
842	Denver Seminary	.....	.....	×	.....	.....	.....	.....	.....	5–14	2,500	.....	.....	750	38	July, 3d Wed.
843	East Bend Academy	.....	.....	.....	.....	0	0	0	0	.....	.....	.....	.....	.....	40	January.
844	Fremont Institute	.....	0	0	×	0	0	0	0	10–30	.....	0	.....	.....	40	August 1.
845	St. Mary's College	.....	.....	.....	.....	.....	.....	.....	.....	a150	.....	.....	.....	.....	.....	
846	Woodland Academy	.....	×	×	×	0	×	500	100.	25	2,000	.....	.....	.....	40	August 8.
847	Graham High School	.....	.....	.....	.....	.....	.....	.....	.....	35–45	5,200	.....	.....	.....	40	
848	Hayesville Academy	.....	×	.....	×	0	0	125	0	20	3,000	.....	.....	1,250	40	Aug., 1st Mon.
849	Somerville Institute	0	0	×	×	×	0	0	0	20–25	800	.....	.....	400	20	February 1.
850	Bingham School	.....	×	0	0	.....	.....	.....	.....	100	25,000	.....	.....	.....	40	August 1.
851	Monroe High School	0	0	×	×	0	×	.....	.....	20–45	7,600	.....	.....	2,000	40	Aug., 1st Mon.
852	Mt. Airy Academy	0	.....	0	0	0	0	0	.....	10–35	1,000	.....	.....	.....	42	Aug., 1st Mon.
853	Mt. Pleasant Female Seminary	.....	×	×	×	0	0	100	.....	15–40	3,500	.....	.....	.....	40	Aug., 1st Mon.
854	New Garden Boarding School	×	×	.....	.....	×	×	1,500	110	100	10,000	600	50	4,400	40	November 15.
855	Catawba High School	0	0	×	×	×	×	2,000	0	30	13,000	0	0	1,600	36	Aug., 1st Mon.
856	Pittsboro' Academy*	.....	.....	.....	.....	0	0	.....	.....	30	200	.....	.....	.....	40	August 18.
857	Princeton School	.....	.....	.....	.....	0	0	0	0	20	200	.....	.....	.....	.....	
858	Raleigh Male Academy	.....	.....	.....	.....	.....	.....	.....	.....	40–80	15,000	.....	.....	.....	40	August 28.
859	Washington School*	.....	×	×	×	.....	.....	.....	.....	5	4,000	.....	.....	400	40	Oct., 1st Mon.
860	Reynoldson Male Institute	.....	.....	×	.....	×	×	.....	.....	20–30	2,000	.....	.....	600	40	Sept., 2d Mon.
861	Vine Hill Academy	0	0	0	×	0	0	0	0	30–55	2,500	0	0	1,100	40	Aug., 2d Mon.
862	Sylvan Academy	0	×	×	×	0	0	.....	.....	10–26	750	.....	.....	550	40	August 20.
863	Summerfield High School	.....	0	×	×	0	0	.....	.....	16–33	1,000	.....	.....	600	39	August 24.
864	Trap Hill Institute	×	×	×	×	0	×	400	400	25	4,000	.....	.....	1,200	40	Aug., 1st Mon.
865	Rev. Daniel Morrelle's English and Classical School.	0	×	0	0	0	×	2,000	.....	42, 55, 66	5,000	0	0	.....	40	Oct., 1st Mon.
866	Wilson Collegiate Institute	0	0	×	×	×	×	1,500	25	50	15,000	0	0	3,860	40	Sept., 1st Mon.
867	The Grange High School	×	.....	0	0	0	0	500	.....	30	1,000	.....	.....	1,000	40	Sept., 2d Mon.
868	Yadkin College	.....	×	×	×	0	0	500	100	25–40	5,000	.....	.....	1,000	41	August 12.
869	Albany Enterprise Academy	×	0	×	×	0	.....	500	30	15	10,000	3,000	300	300	36	Sept., 2d Mon.
870	Alum Creek Academy*	0	0	0	0	×	×	300	0	9–14½	800	0	0	200	36	September.
871	Grand River Institute	.....	.....	×	×	.....	×	700	.....	18–24	15,000	10,000	.....	.....	39	August 15.
872	Friends' Boarding School*	0	0	0	0	×	×	510	.....	115	40,000	4,200	294	5,290	40	Oct., 2d week.
873	Beverly College	0	0	×	0	×	×	0	.....	20–30	5,000	2,250	300	1,000	36	
874	Academy of Central College d	.....	.....	.....	.....	×	×	.....	.....	20	16,000	0	0	.....	39	September.
875	Geauga Seminary e	.....	.....	.....	.....	0	0	0	.....	.....	1,000	.....	.....	.....	.....	
876	Academy of the Sisters of Notre Dame.	×	×	×	×	×	×	500	.....	.....	.....	.....	.....	.....	44	Sept., 1st Mon.
877	Mt. St. Vincent's Academy	.....	×	×	×	×	×	4,000	50	150	.....	.....	.....	.....	40	Sept., 1st Mon.
878	Miss Nourse's Family & Day School	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September 22.

* From Report of the Commissioner of Education for 1879. *a* Includes board. *b* Average charge. *c* For non-residents. *d* Temporarily closed.
e Report is for six months of the year only, since which there has been no school.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last scholastic year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
879	St. Francis' Gymnasium	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
880	Clermont Academy	×	×	×	×	×	×	400	0	$30	$1,200	$0	....	$949	36	Oct., 1st Mon.
881	Brooks School (for Girls)	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
882	Cleveland Academy*	....	×	×	....	0	×	....	....	60–100	25,000	....	....	....	40	Sept., 2d Wed.
883	St. Mary's Institute	×	×	×	×	×	×	400	....	....	....	....	....	....	40	Sept., 1st Mon.
884	Ewington Academy	....	....	....	....	0	....	....	....	a5	2,000	....	....	a224	40	....
885	Fostoria Academy	×	×	×	×	0	0	200	200	22	30,000	7,500	$0	965	39	August 31.
886	Gallia Academy and Normal College.*	×	×	×	×	×	×	600	100	21, 24	28,000	....	....	....	36	Sept., 1st Mon.
887	Harcourt Place academy	....	....	....	×	....	....	....	....	b400	10,000	....	....	9,000	40	Sept., 1st Wed.
888	Goshen Seminary	×	....	0	0	0	0	20	0	30	1,200	....	....	1,100	42	Sept., 1st Mon.
889	Harlem Springs Academy	....	....	×	×	....	×	....	....	33	6,000	....	....	800	40	August 20.
890	Hartford Academic Institute	....	....	×	×	....	....	50	....	16	2,500	....	....	....	36	Aug., last Tues.
891	Vermillion Institute	×	×	×	×	....	....	300	....	24	10,000	....	....	....	40	September 1.
892	Atwood Institute	0	0	×	0	0	0	....	....	15–18	1,500	....	....	600	33	September 1.
893	Lexington Male and Female Seminary.*	0	0	×	×	0	0	0	0	21	2,500	0	0	700	42	Sept., 1st Mon.
894	Madison Seminary	....	....	×	×	....	×	....	....	d20	5,000	....	....	600	29	....
895	Madison Academy*	....	....	....	....	....	....	400	40	24	3,000	....	....	900	39	Sept., 1st Mon.
896	New Hagerstown Academy	....	....	×	×	0	0	100	....	12–36	....	....	....	....	40	September 1.
897	Northwood Normal and Collegiate Institute.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
898	Ursuline College	....	....	....	....	....	....	....	....	b150	....	....	....	....	....	....
899	Poland Union Seminary	....	....	....	×	×	×	400	....	27	20,000	9,000	700	1,350	39	August 17.
900	Ursuline Academy for Young Ladies.	....	×	×	×	×	×	3,000	....	b200	....	....	....	....	40	Sept., 1st Mon.
901	Savannah Academy	....	....	×	×	×	×	c500	....	24, 30	....	c2,300	c180	....	40	August.
902	Starr's Institute	....	....	....	....	....	....	....	....	40	3,500	....	....	....	40	September 6.

902	Smithville High School			×	×	×	×	450	12	25	10, 000				42	August.
904	Northern Ohio Collegiate and Business Institute.*		×	×	×	0	×	300	300	15–30	15, 000			1, 082	39	August 31.
905	Springfield Seminary		×		×	×	×			45–75	15, 000				40	September 8.
906	Steubenville Seminary	×	×	×	×	×	×	3, 000	100	24–36	40, 000				40	September.
907	College of Ursuline Sisters			×	×	×	×			20					44	Sept., 1st Mon.
908	Ursuline Convent of the Sacred Heart.		×	×	×					b200					40	Sept., 1st Mon.
909	Plains Seminary					0	0			20	2, 000					
910	Twinsburgh Institute*	0	0	0	0	0	0	600	0	10	10, 000	0	0		40	July 4.
911	Western Reserve Seminary[f]			×	×	×	×	1, 000		18	18, 000				39	August 16.
912	Rayen High School*	0	0	×	0	×	×			(g)	30, 000	70, 000	5, 000		38	September 6.
913	Putnam Classical Institute	×	×	×	×	×	×	3, 000	200	150	40, 000				39	September 7.
914	Albany Collegiate Institute.	×	×	×	×	0	×	400	20	50	10, 000	2, 000	120	2, 300	40	Sept., 1st Wed.
915	Ashland College and Normal School.	×	×	×	×	×	×		25	40	8, 500			2, 158	40	June 1.
916	Notre Dame Academy			×	×			c100			c8, 000					
917	La Creole Academic Institute			×	×	×	×			7½–18	c3, 500	c5, 000	c500		36	Sept. 20.
918	St. Mary's Academy for Young Ladies.															
919	Santiam Academy			×	×	×	×	250	10	16–48	2, 000	1, 870	150	900	40	September.
920	Bishop Scott Grammar School		×	×	×	×	0	4, 000	20	40, 60	50, 000	10, 000	1, 000	7, 000	40	August 31.
921	Independent German School	0	×	×	0	0	0	0	0	20	6, 000	0	0	900	40	September 1.
922	St. Mary's Academy															
923	St. Michael's College			×	×		×	200		32	20, 000			1, 500	44	September.
924	St. Paul's Academy															
925	Academy of the Sacred Heart															
926	Academy of Mary Immaculate*			×	×	0	0	300		24, 32, 40					42	Aug., last Mon.
927	Umpqua Academy*	×	×	×	×	×	×	200	20	15–36	5, 000	0	0	1, 700	40	September 6.
928	School for Girls	0	×	0	0	0	×			80					40	September 15.
929	St. Xavier's Academy	×	×	×	×		×									September.
930	Beaver College and Musical Institute.	0	×	×	×	×	×	650	50	35	50, 000	0	0	6, 000	40	Sept., 2d Tues.
931	Mountain Seminary	×	×	×	×		×	1, 500		50	30, 000				37	September 8.
932	Bristol Seminary		×	×	×	0	×	0		40					40	September 14.
933	Witherspoon Institute*		×	×	×	×	×			24	7, 000				42	September 1.
934	Penn's Valley Institute	×	×	×	0	0	0			20–25	4, 000			550	42	July 25.
935	Chester Academy	×	×	×	×	×	×	450		d45	12, 000			3, 000	39	Sept., 2d Mon.
936	Maplewood Institute*	×	×	×	×	×	×	500	10	60	30, 000				40	September 8.
937	Chester Valley Academy*	×	×	×	×		×	500		50	25, 000				50	Sept., 2d Wed.
938	Doylestown Seminary*	0	×	×	×	×	×	500		60	20, 000			3, 000	40	August 31.
939	Traub's Academy and Commercial School.			×	×		×	40		30–75					44	August 15.
940	Elderidge Academy for Males and Females.*	0	0	0	0	0	0	700	0	30	3, 000	0	0	725	40	August 30.
941	Erie Academy*				×	×	×			9	50, 000	18, 000			39	August 30.
942	St. Benedict's Academy		×	×	×	0	0								43	Sept., 1st Mon.
943	Keystone Academy		×	×	×	×	×	700	200	30	30, 000				40	August 27.

* From Report of the Commissioner of Education for 1879.
a For a term.
b Includes board.
c No school this year; these statistics are for 1879.
d Average charge.
e In 1878.
f These statistics are for the year 1879.
g Free to residents.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
944	Collegiate Institute*	×	×							$75–100					40	Sept., 2d Mon.
945	Friends' School		×							12, 30, 40	a$2, 600			$853	40	September.
946	Germantown Day College															
947	Greensburgh Seminary for Young Ladies and Young Men.	×	×	×	×	0		600	25	33, 38	25, 000			2, 500	40	Sept., 1st Wed.
948	Hollidaysburgh Young Ladies' Seminary.*		×	×	×	×	×	1, 000		150	75, 500				40	June, 3d Wed.
949	Eclectic Institute			×	×	×	×	200	0	20–40	15, 000	$0			42	September 5.
950	Martin Academy*	×	×	0	0	×	×	300		40	20, 000				40	Sept., 1st Mon.
951	Pickering Institute	×		×	×	0	×	12		b30	5, 000				39	Sept., 1st Mon.
952	Linden Hall Seminary*		×	×	×	×	×	3, 000		75	40, 000				40	September 1.
953	Lititz Academy	×	×		×	×	×	490	15	42	2, 000	0	$0	2, 300	43	September 6.
954	St. Aloysius Academy															
955	Swithin C. Shortlidge's Media Academy for Boys.	×	×	×	×	×	×	1, 000		100						September 13.
956	Hazzard's Academy	×	0	×	×	×	×	373	73	30					30	September 1.
957	Western Pennsylvania Classical and Scientific Institute.*	×	×	×	×	×	×	150		24–36	25, 000	0			39	September 2.
958	Laird Institute	0	0			×	×	250		b20	2, 500	0	0		40	April, 2d week.
959	Nazareth Hall	×	×	×	×	×	×	5, 200	40	100	30, 000	0	0	6, 500	40	September 3.
960	Union Seminary			×	×	×	×	2, 429	70	32	18, 000		c100	900	40	August 18.
961	New Lebanon Institute	0	0	×	×	0	0	0	0	15, 21	d300	0	0	343	39	Aug., last Tues.
962	Oakland Female Institute		×	×	×	×	×	2, 500		50					38	September 14.
963	Treemount Seminary	×	×	×	×	×	×	1, 150	50	c280	40, 000				40	Sept., 2d Tues.
964	Parkesburg Classical Institute*									32–50					40	September 6.
965	Academy of the Protestant Episcopal Church.	×	×	×	0	×	×									
966	Agnes Irwin's School	×	×	0	0			500	30	140, 170					39	Sept., 3d week.
967	Aldine Institute	×	×	×			×								40	September.

967	Aldine Institute	×	×	×		×									40	September.
968	Miss Anable's School for Young Ladies.*		×	×	×					150					40	September.
969	Broad Street Academy*		×	×	0	×	×	3,000	100	80–130	25,000	0	0	9,000	40	September 1.
970	Classical Institute*	×	×	0	0	0	0	0	0	100	5,000	0	0	6,000	41	Sept., 2d Mon.
971	East Walnut Street Female Seminary.	×	×	×	×	×	×	1,000		100, 125					40	Sept., 3d Wed.
972	Friends' Girard Avenue School	0	×	0	0	0	0	0	0	40	40,000	0	0	3,000	40	Sept., 2d week.
973	Friends' School*		×							12, 16, 20				1,517	40	Sept., 2d Mon.
974	Friends' Select School for Boys	×	×	0	0	×	×	0		40–75				1,500	40	September 13.
975	Friends' Select School for Girls					×	×									September.
976	Girard College for Orphans	×	×	×	×	×	×	7,527	423	0	3,500,000	ƒ6,000,000	ƒ694,248	0	43	January 1.
977	Institute for Young Ladies		×	×	×					80, 150					38	September 22.
978	Langton Select Academy	×	×							70–90					40	September 13.
979	Mt. St. Joseph Academy	×	×	×	×		×	2,000		200	100,000				40	Sept., 1st Mon.
980	Philadelphia Seminary		×	×	×										40	September 14.
981	Rittenhouse Academy	×	×	0	0	0	×	0	0	60–100					40	Sept., 2d Mon.
982	R. S. Ashbridge's School for Girls*		×	×	×					70–100				1,545	38	September 18–20.
983	Schleigh Academy		×	×	×					50						
984	School for Young Ladies*		×				×								40	September.
985	Supplee Institute for Young Ladies.		×	×	×	×	×	*1,000		b100					40	September 22.
986	Ury House School	×	×	×	×	0	0	300	100	c400					38	September 15.
987	West Chestnut Street Institute			×	×											
988	West Chestnut Street Seminary		×			0	×			50–100				2,600	35	Oct., 1st Mon.
989	William Penn Charter School	×	×	0	0	0	0			70–100	57,000		32,500	9,738	40	September 15.
990	Young Ladies' Academy and Select School for Children.	×	×	×	×	0	0			13–100				300	41	Sept., 1st Mon.
991	The Bishop Bowman Institute		×	×	×	0		1,200		80, 110, 170	25,000				40	Sept., 2d Mon.
992	St. Mary's Academy			×	×											
993	St. Ursula's Academy															
994	Cottage Seminary for Young Ladies	×	×	×	×		×	750	25	50	20,000				40	Sept., 3d Thurs.
995	Reid Institute		×		×			500		24	2,000			800	40	Oct., 1st Mon.
996	Ridley Park Seminary		×	×	×					30–70					38	September.
997	Clarion Collegiate Institute		×	×	×			100	50	20	8,000			400	36	April 1.
998	Classical department of Missionary Institute.	0	0	0	0	0	×	1,200		33	8,000	25,000	1,200	1,500	39	Aug., 3d Thurs.
999	Sewickley Academy		×		×		×			60	25,000				40	Sept., 1st Mon.
1000	Academy of the Holy Child Jesus	×	×	×	×			g850								September.
1001	Cheltenham Academy	0	0	0	×	×	×	150		c418	75,000			18,056	38	September 15.
1002	Stewartstown English and Classical Institute.			×	×	×				30–40	3,000			800	40	September.
1003	Toughkenamon Boarding School	×	×					250								
1004	Susquehanna Collegiate Institute	×		×	×	×	×	500	12	20–40	30,000			3,000	40	August 23.
1005	Washington Hall Collegiate Institute.		×	×	×			1,500	22	32	20,000			800	40	Sept., 1st Mon.
1006	Unionville Academy	0	×	0	0	0	0	0	0	36	5,000	0	0	583	36	September.
1007	Trinity Hall															

* From Report of the Commissioner of Education for 1879.
a Value of building and apparatus.
b Average charge.
c From collections.
d Value of grounds.
e Includes board.
ƒ Estimated value of the residuary estate of Stephen Girard; the income of the estate in 1880 was $694,248, of which $350,112 were expended for the college.
g In 1878.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins —
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1008	Darlington Seminary for Young Ladies.	×	×	×	×	0	×	600	30	$50	$25,000	.....	.....	.....	40	September 18.
1009	Miss Smith's Family and Day School.*	.....	×	×	×	.....	.....	.....	.....	45–100	.....	.....	.....	.....	39	Sept.. 3d Wed.
1010	Home School for Girls	.....	×	.....	×	.....	.....	500	100	40–100	.....	.....	.....	.....	40	September.
1011	Mrs. Lucretia M. B. Mitchell's School for Girls.	.....	×	.....	.....	.....	.....	.....	.....	a60	.....	.....	.....	.....	40	September.
1012	Rawlins' West Philadelphia Academy.	.....	.....	×	×	0	0	300	.....	75	.....	.....	.....	.....	40	September 21.
1013	Westtown Boarding School*	×	×	0	0	×	×	3,000	100	b150	.....	.....	.....	$25,631	44	November 1.
1014	Williamsport Dickinson Seminary*	×	×	×	×	×	×	2,750	...	a30	100,000	.....	.....	.....	40	Sept., 1st Mon.
1015	York County Academy*	0	0	0	0	×	×	.....	0	36–40	10,000	$6,000	.....	1,980	40	Aug., 4th Mon.
1016	School of St. John the Evangelist	.....	.....	.....	.....	.....	.....	.....	.....	18, 24, 30	.....	.....	.....	.....	39	Sept., 1st Wed.
1017	Family and Day School for Girls	.....	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	36	Sept., last Thurs.
1018	Island High School*	0	0	0	0	0	0	367	45	40	.....	.....	.....	.....	40	Sept., 1st Mon.
1019	Female Academy of the Sacred Heart.	.....	×	×	×	×	×	2,491	.....	200	75,000	0	$0	.....	40	Sept., 1st Wed.
1020	Friends' New England Boarding School.	×	×	×	×	×	×	5,000	1,000	b300	300,000	100,000	6,000	15,000	40	Sept., 1st Tues.
1021	St. Mary's Young Ladies' Seminary.*	×	×	×	×	0	0	500	24	b205	35,000	.....	6,000	$6,000	40	September 1.
1022	Polytechnic and Industrial Institute.	×	×	×	×	0	0	600	200	10	15,000	0	0	2,110	40	November 1.
1023	Wallingford Academy c	.....	.....	×	.....	0	0	260	.....	.....	15,000	.....	.....	338	36	October 1.
1024	Brainerd Institute	×	×	.....	.....	×	×	60	.....	.....	3,700	0	0	.....	36	October 1.
1025	Clinton High School	.....	.....	×	×	.....	.....	.....	.....	16–36	.....	.....	.....	.....	40	Sept., 1st Mon.
1026	Benedict Institute	.....	.....	.....	×	0	0	1,500	300	8	30,000	.....	.....	.....	53	October.
1027	Gowensville Seminary	0	0	0	0	0	0	0	0	a24	1,200	0	0	.....	40	November.
1028	Brewer Normal School															

1028	Brewer Normal School															November.
1029	Lexington High School*	×	×	0	0	×	×	60	10	20–40		0	0	1,000	40	September 1.
1030	Reidville Female College*		×	×	×	×	×			20–40	15,000			2,000	40	Sept., 2d Wed.
1031	Male Academy	0	0	0	0	0	0			16–30					40	Jan., 2d week.
1032	Masonic Male and Female Academy			×	×					20	5,000			1,200	40	Aug., 1st Mon.
1033	Sullins Female College*	×		×	×	0	0	0	0	20–40	10,000			2,000	40	Aug., last Thurs.
1034	Enon Seminary[d]				×	0	0	0	0	[a]8½	1,500			500	20	February.
1035	Cairo Institute															
1036	Centreville High School	0	0	×	×	0	0	0	0	22–42	2,000	0	0	450	40	Sept., 1st Mon.
1037	Chapel Hill Academy			×	×					33	2,000				40	Jan., 2d Mon.
1038	Charleston Academy*	0	0	0	×	0	0	0	0	10, 20, 30	[e]3,700	0	0	1,000	40	August 5.
1039	Chatata Seminary	0	0	×	×	0	0	0	0	10–25	800			700	40	Aug., 1st Mon.
1040	Chattanooga Female Seminary*		×	×	×					[a]36						Sept., 1st Mon.
1041	Clarksville Female Academy		×	×	×	0	×			30–50						Sept., 1st Mon.
1042	Flag Pond Seminary	0	×	×	0	0	0	20	5	20	10,000				40	September 1.
1043	Cane Creek Academy	0	0	×	×	0	0	1,000	20	10–45	1,200	0	0	1,500	40	August 1.
1044	Tipton Female Seminary			×	×	0	0			30–40	4,000			1,000	40	August.
1045	Culleoka Institute*	0	0	0	0	0	0	900	100	50	2,500	0	0		40	August.
1046	Hatchie Academy									35	500				40	
1047	Masonic Institute	×				0	×								32	August 29.
1048	Friendsville Institute	0	0	0	0			200	0	9–16	2,000	0	0		36	
1049	Edwards Academy			×	×	0	0	100		8–15	3,000			400	36	August 30.
1050	Henderson Masonic Male and Female Institute.		×	×	×	×	×		100	15–50					40	Sept., 1st Mon.
1051	West Tennessee Seminary			×	×	0	0	110		10–40	3,500			250	40	September 1.
1052	Odd Fellows' Male and Female College.			×	×	×	0				10,000				40	September 6.
1053	Huntingdon High School*			×	×	0	0	0		30				1,500	20	September 1.
1054	Sam Houston Academy		×	×	×	0		0		[f]	8,000	15,000	1,000	300	40	March, 1st Mon.
1055	Martin Academy			×	×					8–20	2,000				32	Sept., 1st Mon.
1056	Greenwood Seminary		×	×	×			3,000	20	[b]200–275	10,000				40	Sept., 1st Mon.
1057	Masonic Academy*			×		0	0	0		[a]2	1,400			600	40	August., 2d week.
1058	Savannah Grove Academy			×	×					10	750				20	January 3.
1059	Lynchburg Male and Female Academy.					0	0	0	0		1,200				32	January.
1060	Waters and Walling College	0	0	×	×	0	×	0	0	15–40	5,000	0	0	1,500	40	February 1.
1061	Martin Male and Female Academy	0	0	×	×	0	×	100		15–40	1,200	0	0	1,200	40	Sept., 1st Mon.
1062	West Tennessee Preparatory School.	0	0	×	×	0	0			9	1,000			600	36	Sept., 1st Mon.
1063	Miss Higbee's School	×	×	0	×		×	50		40–140					40	September 14.
1064	Memphis Institute									50, 60, 70				2,000	32	
1065	St. Mary's School	×	×	×	×	0	×				20,000				40	September.
1066	Fairmount	×	×	×	×	×		500	50	180	25,000			8,100	40	March 15.
1067	Morristown Female High School					0	0			30	3,000				36	September 1.
1068	Mt. Pleasant Male and Female Academy.	×		×	×	0	0	0	0	20–50	6,000	0	0	1,500	40	September 1.
1069	Edgefield Male Academy*	×	×	×	0	0	0			60	5,000			2,000	40	September 4.
1070	Montgomery Bell Academy						×			60, 80					39	September 6.
1071	Nashville Academy*															

* From Report of the Commissioner of Education for 1879.
[a] Average charge.
[b] Includes board.
[c] These statistics are for 1879.
[d] School reopened February, 1880, after several years' suspension, and closed at the end of twenty weeks.
[e] Value of grounds and buildings.
[f] Free to residents.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1072	Alpine Academy	×		×	×	0	0	.....	.....	$10–30	$1,000	.....	.....	$125	40	January 1.
1073	Southern Union Normal School*	×	0	×	×	×	×	500	.....	16–40	.....	.....	.....	2,000	40	Sept., 2d Mon.
1074	Union Seminary	.....	.....	×	×	×	×	300	.....	30	6,000	.....	.....	600	40	Sept., 1st Mon.
1075	Holston Seminary	0	0	.....	×	0	×	100	.....	25	10,800	$0	$0	300	40	August 15.
1076	Oak Hill Collegiate Institute*	×	0	×	×	×	×	150	0	a25	7,000	0	0	2,500	40	August, 1st Mon.
1077	Bledsoe Institute	.....	.....	.....	.....	.....	.....	.....	.....	7½–10	1,000	.....	.....	275	40	
1078	Mrs. Dr. Milam's School for Girls	0	0	×	×	.....	.....	.....	.....	35	5,000	.....	.....	.....	40	January 12.
1079	Paris Male High School	0	0	0	0	0	×	0	.....	25	2,000	0	0	1,000	42	September 1.
1080	The Mrs. S. H. Welch High School	×	.....	×	×	0	0	.....	.....	20–30	5,000	.....	.....	1,600	40	August 30.
1081	People's College	0	.....	×	×	0	0	500	.....	6½–17½	14,000	.....	.....	2,500	40	August 5.
1082	Arlington Academy	0	0	0	0	0	0	0	0	10	500	0	0	300	40	August, 1st Mon.
1083	Clear Spring Academy	.....	.....	.....	.....	.....	.....	.....	.....	8–15	2,500	.....	.....	.....	32	Sept., 1st Mon.
1084	Sequatchie College*	0	0	×	×	0	0	0	0	32	13,000	.....	.....	1,800	40	July, 3d Mon.
1085	Madison Academy	0	0	×	×	0	0	100	.....	100	1,000	10,000	600	.....	40	August.
1086	Hardin College	.....	.....	.....	.....	.....	.....	.....	.....	15–40	.....	.....	.....	.....	40	Sept., 1st Mon.
1087	Collegiate Institute*	.....	×	×	×	×	.....	.....	.....	18–42	12,000	.....	.....	.....	40	Sept., 1st Mon.
1088	Fulton Academy	0	0	×	0	0	0	0	.....	6–12	500	.....	.....	.....	40	February.
1089	Nourse Seminary	.....	.....	.....	×	0	0	.....	.....	.....	3,000	.....	.....	.....	40	August.
1090	White Seminary	0	0	.....	0	0	0	0	0	b1–2½	500	0	0	.....	40	March.
1091	Tazewell College	.....	.....	.....	×	0	0	0	.....	18½–31	1,000	.....	.....	1,300	38	August 22.
1092	Pleasant Grove Seminary*	0	0	0	0	0	0	0	0	4	1,500	0	0	330	38	January 13.
1093	Washington College	.....	.....	0	×	0	0	0	.....	13–25	7,000	2,000	100	300	38	September 5.
1094	Woolsey's College	.....	.....	.....	.....	.....	.....	5	.....	12–15	4,000	.....	.....	.....	20	September 15.
1095	Texas German and English Academy.	.....	×	×	.....	0	×	150	15	35	8,000	.....	.....	3,200	40	Sept., 1st Mon.
1096	West Texas Conference Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
1097	Live Oak Seminary	0	0	×	×	0	0	1,000	0	40	10,000	0	0	1,800	42	Feb., 1st Mon.
1098	Corpus Christi Military and Commercial Academy.*	0	0	0	0	0	0	0	.....	52	3,000	.....	.....	1,000	40	September 1.

1106	Corpus Christi Military and Commercial Academy.*	0	0	0	0	0	0	0	.....	52	3,000	.....	.....	1,000	40	September 1.
1107	Corsicana Female College	.....	×	×	×	×	×	100	.....	.....	4,000	.....	.....	.....	40	Sept., 1st Mon.
1108	Gonzales Male and Female School	0	0	0	×	×	×	100	0	30–40	3,000	0	0	.....	40	September 1.
1101	Sabine Valley University*	×	×	×	×	×	.....	550	60	20, 25, 30	c50	10, 000	500	1, 800	40	Sept., 1st Mon.
1102	Homer Male and Female High School.	.....	.....	.....	.....	.....	.....	.....	.....	52–4	.....	.....	.....	.....	.....	November 22.
1103	Lancaster Masonic Institute	0	0	.....	×	0	0	0	0	30	3, 000	0	0	1, 000	40	September 1.
1104	Ursuline Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1105	Linn Flat Academy	.....	.....	.....	.....	0	0	.....	.....	20	1, 500	.....	.....	375	42	September 27.
1106	Wiley University	.....	.....	.....	.....	.....	.....	1, 200	.....	9	10, 000	.....	.....	282	36	September 28.
1107	Mexia Polytechnic Institute	×	×	×	×	0	×	500	10	50	1, 500	0	0	3, 650	40	Sept., 2d Tues.
1108	Hubbard College	.....	.....	.....	×	0	0	0	0	20	2, 500	.....	.....	1, 500	36	Sept., 1st Mon.
1109	Alamo German and English School	×	×	×	.....	.....	×	.....	.....	22	.....	.....	.....	1, 100	45	September 1.
1110	Alamo Military and Commercial Academy.	.....	.....	.....	.....	.....	.....	.....	.....	50	.....	.....	.....	.....	40	Sept., 1st Mon.
1111	German-English School	×	×	×	.....	0	×	200	50	a30	20, 000	.....	.....	5, 400	44	April 1.
1112	St. Mary's Hall	.....	×	×	×	0	0	0	.....	40, 50	.....	.....	.....	.....	40	September.
1113	St. Mary's Institute	×	×	×	×	×	×	1, 250	.....	10–25	.....	.....	.....	.....	42	Sept., 1st Mon.
1114	Ursuline Convent	×	×	×	×	.....	.....	500	.....	.....	.....	.....	.....	.....	.....	Sept., 1st Mon.
1115	Coronal Institute	.....	×	×	×	.....	×	40	0	20–50	15, 000	.....	0	6, 500	40	Sept., 1st Mon.
1116	Add Ran College	×	×	×	×	×	.....	350	80	30	10, 500	.....	.....	.....	36	Sept., last Mon.
1117	East Texas University	.....	×	.....	.....	.....	.....	.....	.....	25	30, 000	.....	.....	1, 750	40	Sept. 1.
1118	St. Joseph's College and Diocesan Seminary.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1119	McIndoes Falls Academy	.....	×	.....	×	.....	.....	.....	.....	15	3, 000	2, 600	156	.....	34	August 31.
1120	Barre Academy	0	0	×	×	0	×	700	0	28	.....	0	.....	.....	40	August.
1121	Goddard Seminary	0	×	×	×	×	×	1, 100	100	30	80, 000	10, 000	.....	2, 700	40	August 24.
1122	Mt. Anthony Seminary	.....	×	×	×	0	×	500	.....	d300	10, 000	0	.....	.....	40	Sept., 1st Tues.
1123	Bristol Academy*	0	×	×	×	×	×	106	3	22½	6, 000	0	.....	.....	33	Sept., 2d Tues.
1124	Vermont Episcopal Institute	.....	×	×	×	×	×	3, 000	0	.....	25, 000	0	0	.....	42	September 1.
1125	Derby Academy	.....	.....	×	×	.....	×	500	.....	16½	8, 050	3, 000	175	1, 000	33	September 2.
1126	Essex Classical Institute*	0	0	×	×	0	×	12	10	18, 20	7, 000	10, 000	600	1, 000	40	August 20.
1127	New Hampton Institution	×	.....	×	×	×	×	3, 000	.....	12–21	e12, 000	.....	.....	.....	.....	August 19.
1128	Orleans Liberal Institute*	0	0	×	0	0	×	25	0	7½	2, 500	700	42	300	22	August.
1129	Hardwick Academy*	0	×	×	×	0	0	45	0	15	7, 000	0	0	320	33	September.
1130	Champlain Hall	×	×	×	×	.....	.....	.....	.....	a20	.....	.....	.....	600	40	Sept., 1st Mon.
1131	Lamoille Central Academy	0	0	0	×	0	0	300	0	.....	1, 500	0	0	175	33	April 1.
1132	Jericho Academy f	0	0	0	0	0	0	0	0	.....	.....	0	0	.....	.....	September.
1133	Black River Academy	×	.....	×	×	×	×	150	.....	20	10, 000	.....	.....	708	34	August.
1134	Lyndon Literary Institution	.....	.....	.....	×	×	×	.....	.....	.....	c20, 000	.....	250	1, 200	.....	.....
1135	Montpelier Union School and Washington County Grammar School.	×	×	×	0	×	0	800	60	g15	20, 000	12, 000	800	160	38	September 8.
1136	Montebello Institute*	×	.....	.....	.....	×	×	.....	.....	30	2, 500	.....	.....	1, 500	39	September 11.
1137	Beeman Academy	.....	×	×	×	0	×	50	50	18, 21, 24	4, 275	10, 000	600	1, 000	39	Aug., last Tues.
1138	Caledonia County Grammar School	0	×	0	×	×	×	.....	.....	12, 16	6, 000	16, 000	900	600	40	Sept., 1st Tues.
1139	Troy Conference Academy	×	.....	×	×	×	×	1, 100	0	20–100	35, 000	0	.....	6, 000	39	.....
1140	Rural Home*	.....	.....	.....	×	0	0	0	0	d240, 320	4, 000	0	.....	.....	40	Nov., last week.

* From Report of the Commissioner of Education for 1879.
a Average charge.
b Charge for tuition a month.
c Value of apparatus.
d Includes board.
e In 1878.
f These statistics are for 1879.
g For non-residents.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1141	Villa Barlow Boarding and Select School of the Sisters of Notre Dame.	....	×	×	×	.....	.....	500	25	$10–20	.....	.....	.....	.....	42	September 1.
1142	St. Johnsbury Academy	×	×	....	×	×	×	360	20	30	$90,000	$13,400	$800	$4,500	40	Aug., last Tues.
1143	Vermont Academy	.....	×	×	×	×	.....	.....	.....	24, 30	.....	.....	.....	.....	.....	.....
1144	Shoreham Central High School	0	0	×	×	×	0	0	0	5, 6, 7	8,000	0	0	700	36	Sept., 1st Mon.
1145	Green Mountain Perkins Academy.*	.....	×	×	×	×	×	300	20	20–25	.....	13,000	650	800	35	August 25.
1146	Thetford Academy and Boarding School.	0	0	0	0	×	×	.....	.....	20, 24	10,000	5,000	300	750	40	September 1.
1147	Leland and Gray Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,142	.....	.....
1148	Bell Institute	0	×	0	×	×	0	0	0	*a*15	2,000	0	0	900	36	September 1.
1149	Glenwood Classical Seminary*	0	0	×	×	×	×	175	0	24	10,000	1,000	60	.....	36	September 3.
1150	School of the Bluestone Mission	.....	.....	×	.....	0	0	20	20	0	4,000	0	0	0	40	Sept., 1st Mon.
1151	Abingdon Male Academy	0	0	0	0	0	0	0	0	30	15,000	4,000	240	1,000	40	September 1.
1152	Alexandria Academy	.....	×	×	.....	.....	.....	150	.....	18	.....	.....	.....	1,000	40	September 5.
1153	Belle Haven Institute	0	0	×	×	0	0	.....	.....	*a*50	10,000	.....	.....	.....	40	September 15.
1154	Clarens Home School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1155	Episcopal High School of Virginia	0	0	0	0	0	×	1,000	.....	90	25,000	.....	.....	7,000	38	Sept., 4th Wed.
1156	Potomac Academy	.....	.....	.....	.....	.....	.....	.....	.....	50–70	.....	.....	.....	.....	40	Sept., 3d Wed.
1157	St. John's Academy	×	0	0	×	×	×	1,000	0	32–50	7,000	0	0	2,234	42	Sept., 1st Mon.
1158	St. Mary's Academy	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September.
1159	Mount Pisgah Academy	.....	×	×	×	0	0	150	.....	*b*175	15,000	.....	300	900	.....	September 1.
1160	Yeates' Lower Free School*c*	0	0	0	0	0	0	0	.....	0	*d*500	.....	.....	.....	40	September 1.
1161	Yeates' Upper Free School*c*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1162	Bethel Classical and Military Academy.	0	0	0	0	.....	.....	600	.....	60	25,000	....	4,000	3,700	40	Sept., 3d Thurs.
1163	Pantops Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1164	Piedmont Female Institute*	×	×	×	×	0	0	1,000	.....	20–105	10,000	.....	.....	2,000	40	September 15.

1163	Pantops Academy																
1164	Piedmont Female Institute*	×	×	×	×	0	0	1,000		20-105	10,000			2,000	40	September 15.

1165	Thyne Institute									0	4,000				40	Sept., 1st Mon.
1166	Elk Creek Academy e	0	0	×	×	0	0	0	0		1,200	0	0		40	September 1.
1167	Gordonsville Female Institute		×	×	×						7,000				40	September 17.
1168	Villanova Academy		×		×					35					40	September 11.
1169	Locust Dale Academy									40–50	7,000			1,500	40	September 15.
1170	Leache-Wood Seminary*	×	×	×	×	×	×	55	10	50	15,000			5,200	40	Sept., last Mon.
1171	St. Mary's Female Academy*	×		×	×											
1172	Webster Military Institute	×		0	0	×	×	3,000		32–70	10,000				40	September 20.
1173	Academy of the Visitation, Monte Maria.*	×	×	×	×	0	0	3,000		10–30	30,000				52	Sept., 1st Mon.
1174	Richmond Institute							2,500	100	8	*30,000				35	
1175	Hoover's Select High School*									60					37	September 8.
1176	Suffolk Collegiate Institute	×	×	×	×	0	×	500	500	17–49	4,000	0	0		40	September 12.
1177	Suffolk Female Institute*		×	×	×				20	25–40					40	Sept., 2d Mon.
1178	Fairfax Hall		×	×	×	0	0	300			15,000			b1,500	40	September 1.
1179	Prince Edward Academy*	0	0	0	0	0	0	0	0	50–65	3,500	0	0	1,200	38	September 1.
1180	St. Mary's Academy			×	×										44	Sept., 1st Mon.
1181	Academy of the Sisters of St. Joseph.															
1182	French Creek Institute	0	0	0	0	0	0			8	1,500				16	April 1.
1183	Academic department of Storer College.	×	×	×	×	0		2,800		f8–12	40,000	10,000	500	350	33	Oct., 1st Tues.
1184	Morgantown Female Seminary		×	×	×			600		16–32	10,000			600	40	September 5.
1185	Wheeling Female Academy		×	×	×					b200					40	Sept., 1st Mon.
1186	St. Alphonsus' School*	0	0	×	×	0	0	200						700		September 1.
1187	St. Joseph's Academy															
1188	Seguin Collegiate Institute		×	×	×										44	Aug., last Mon.
1189	Ecclesiastical College of St. Lawrence of Brundusium.															
1190	Elroy Seminary*	0	×	×	×	0	0	100	30	23	3,000			1,100	39	August.
1191	Fox Lake Seminary (academy)									28					38	September.
1192	College of the Mission House	×	×	×	×			2,432	211	100	13,700	5,000	200	600	38	September 7.
1193	Lake Geneva Seminary		×	×	×	×	×	300		32	60,000	0	0	b0,407	38	September 17.
1194	Janesville English Academy	×	×							18–30					40	Sept., 1st Mon.
1195	Monona Academy									29					38	
1196	Dupont Academy							1,200								
1197	Marshall Academy							300		18	g6,000	18,000			32	
1198	German and English Academy		×	×		×	×	300		45	30,000	5,000	400	8,900	44	September 1
1199	St Mary's Day School h		×	×	×	×	×					0	0			Sept., 1st Mon.
1200	St. Mary's Institute	×	×	×	×	×	×	1,500		180	i100,000				44	Sept., 1st Mon.
1201	Oconomowoc Seminary*	×	×	×	×	×	×	500	100	b300	20,000			b7,000	40	September 15.
1202	College of the Sacred Heart		×	×	×					50					40	September.
1203	St. Mary's Institute*	×	×	×	×		×								40	Sept., 1st Mon.
1204	The Home School.							2,000	20	100	7,800			4,000	40	
1205	St. Catharine's Female Academy	×	×	×	×					140					44	Sept., 1st Mon.

* From Report of the Commissioner of Education for 1879.
a Average charge.
b Includes board.
c The Yeates schools are about six miles apart; they have the same board of trustees, and are supported by private endowment.
d Value of grounds and buildings.
e Not in session after June, 1880; to be reopened September, 1881.
f Includes tuition and room rent.
g Value of buildings.
h These statistics are for 1879.
i Includes value of the convent building.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1206	Rochester Seminary	0	×	×	×	0	×	100	0	$18–24	$5,000	$0	$0	$950	38	Sept., 1st Tues.
1207	Seminary of St. Francis of Sales	....	....	×	×	×	×	4,500	....	a150	100,000	0	0	....	43	Sept., 1st Tues.
1208	Sharon Academy	....	....	....	....	....	....	....	....	....	1,800	....	....	210	30	....
1209	Big Foot Academy	0	0	0	0	0	0	0	0	14–16	2,000	....	....	598	26	September 22.
1210	College of Our Lady of the Sacred Heart.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
1211	Academy of the Visitation*	....	×	×	×	....	....	....	....	25–75	....	....	....	....	....	Sept., 1st Mon.
1212	Georgetown Collegiate Institute	×	×	×	×	....	....	....	....	....	15,000	....	....	....	40	September 15.
1213	Academy of the Sacred Heart of Mary.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
1214	Academy of the Visitation	....	×	×	×	....	....	b2,000	....	....	....	....	....	....	42	Sept., 1st Mon.
1215	The Archer Institute	....	×	×	×	....	....	b2,000	....	....	b50,000	....	....	....	....	....
1216	Arlington Academy	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
1217	Boys' English and Classical High School.	0	0	0	0	0	0	0	0	84	....	0	0	2,100	40	Sept., 1st Mon.
1218	Miss Calkins's Select School	....	×	×	....	....	....	....	....	....	....	....	....	....	....	....
1219	Eclectic Seminary	....	×	×	....	0	×	0	....	40–80	c100	0	0	2,000	40	September.
1220	Emerson Institute	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
1221	German and English School	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
1222	Incarnation Church School	×	....	×	×	....	....	200	....	21–65	....	....	....	....	40	September.
1223	Metropolitan Seminary and Kindergarten.	×	×	×	×	....	....	....	....	30–100	....	....	....	....	40	September 15.
1224	Mt. Vernon Seminary*	×	×	×	×	....	....	600	....	d90	....	....	....	....	38	September 20.
1225	Osborne Seminary	....	×	×	×	0	....	500	....	....	....	....	....	....	40	September 6.
1226	Park Seminary	....	....	....	....	....	....	....	....	....	....	....	....	....	....	September.
1227	Rittenhouse Academy	0	0	0	0	0	×	100	....	100	6,000	....	....	3,086	41	Sept., 2d Mon.
1228	Roys's Classical and Mathematical Academy.	×	....	0	0	0	0	100	6	40–60	....	0	0	800	40	Sept., 1st Mon.
1229	St. Cecilia's Academy	×	....	×	×	....	×	120	0	....	....	....	....	....	44	Sept., 1st Mon

1228	Roya's Classical and Mathematical Academy.	×	.....	0	0	0	0	100	0	40–60	.....	.....	.....	.....	44	Sept., 1st Mon
1229	St. Cecilia's Academy	×	.....	×	×	.....	×	120	0	.....	.....	.....	.....	.....	44	Sept., 1st Mon
1230	St. John's Collegiate Institute	×	×	×	×	×	.....	.....	.....	50	.....	.....	.....	.....	.....	
1231	St. Matthew's Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
1232	St. Matthew's Institute*	×	×	×	×	×	.....	.....	.....	50	.....	.....	.....	.....	40	Sept., 1st Mon.
1233	Washington Collegiate Institute	×	×	×	×	×	×	500	50	40–100	15, 000	.....	.....	4, 000	40	Sept., 3d Mon.
1234	Waverly Seminary	×	×	×	×	.....	.....	500	.....	.....	.....	.....	.....	.....	40	September 20.
1235	West End Seminary*	.....	.....	.....	×	.....	.....	.....	.....	11, 13, 16	.....	.....	.....	.....	40	September 13.
1236	Young Ladies' Seminary	.....	.....	×	×	.....	.....	.....	.....	50	.....	.....	.....	.....	42	September 15.
1237	Spencer Academy*	.....	.....	×	.....	0	0	300	.....	e0	.....	.....	f6, 000	0	40	Oct., 1st Mon.
1238	Cherokee Female Seminary	×	×	×	×	0	×	300	.....	0	30, 000	.....	g12, 000	.....	40	September 5.
1239	Indian University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	h223	.....	.....	
1240	The Albuquerque Academy	0	×	×	×	0	0	60	.....	30	.....	.....	.....	1, 000	38	September.
1241	Las Vegas Academy	0	0	0	0	0	0	0	.....	20	1, 000	.....	.....	1, 900	40	September 7.
1242	Las Vegas College	0	0	×	×	×	×	2, 000	50	30	25, 000	0	0	6, 000	42	Oct., last Mon.
1243	San Miguel County Educational and Literary Institute.*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
1244	Academy of Our Lady of Light	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Nov., 1st Mon.
1245	Christian Brothers' College	0	0	×	×	0	0	970	80	a200	25, 000	.....	.....	.....	40	Nov., 1st Mon.
1246	Santa Fé Academy	×	.....	0	×	0	0	.....	.....	30	0	0	0	1, 550	38	September 1.
1247	Brigham Young College	.....	.....	×	.....	.....	.....	20	.....	12	.....	98, 427	5, 000	530	40	Sept., 1st Mon.
1248	Cache Valley Seminary*	.....	.....	.....	.....	.....	.....	.....	.....	10	.....	.....	.....	.....	40	Sept., 1st Mon.
1249	St. John's School*	.....	.....	×	.....	.....	.....	150	.....	.....	4, 000	.....	.....	.....	40	Sept., 1st Mon.
1250	Wahsatch Academy	×	.....	×	.....	0	0	.....	.....	10	2, 000	.....	.....	200	40	Sept., 1st Mon.
1251	Ogden Academy*	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	150	36	September.
1252	Sacred Heart Academy	.....	×	×	×	0	×	100	.....	60	10, 000	0	0	4, 000	40	September 1.
1253	School of the Good Shepherd	.....	.....	×	×	0	.....	.....	.....	10–25	12, 000	.....	.....	800	40	September 1.
1254	Presbyterian Mission School	.....	.....	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September.
1255	Brigham Young Academy	×	×	×	×	×	×	318	11	3–10	15, 300	.....	.....	4, 500	40	August 30.
1256	St. Mark's Grammar School	×	.....	×	×	0	×	750	.....	20–36	21, 000	500	40	1, 450	40	September.
1257	St. Mark's School for Girls	×	.....	×	×	0	0	0	.....	32–48	.....	.....	.....	1, 650	40	September.
1258	St Mary's Academy	.....	×	×	×	×	×	700	250	6–10	20, 000	0	0	3, 000	40	September 1.
1259	Salt Lake Academy	×	×	×	0	0	×	300	100	32	3, 500	.....	.....	2, 000	38	Sept., 1st Mon.
1260	Salt Lake Collegiate Institute	0	0	×	×	×	0	128	10	20–40	12, 000	0	0	3, 000	40	Sept., 1st Mon.
1261	Presbyterian Mission School	.....	.....	.....	.....	.....	.....	.....	.....	10	2, 625	.....	.....	150	40	September 1.
1262	Alden Academy	0	×	×	×	0	×	200	40	7, 9	700	0	0	400	36	September 15.
1263	St. Paul's School	.....	×	×	×	0	0	1, 000	700	20–50	10, 000	0	0	4, 700	40	Sept., 1st Thurs.
1264	Evanston Select School*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1, 000	45	August.

* From Report of the Commissioner of Education for 1879.
a Includes board.
b In 1878.
c Value of apparatus.
d Average charge.
e Ten dollars a month allowed by Choctaw goverment for board, clothing, &c.
f Annual appropriation from the United States Government.
g Appropriated for the year.
h Contributions.

List of institutions for secondary instruction from which no information has been received.

Name.	Location.	Name.	Location.
Dadeville Masonic Female Institute.	Dadeville, Ala.	Hogansville School	Hogansville, Ga.
La Fayette Male and Female College.	La Fayette, Ala.	Planters' High School	Hollowville, Ga.
Germania Institute	Talladega, Ala.	Farmers' High School	Houston, Ga.
Ursuline Institute of St. John Baptist.	Tuscaloosa, Ala.	Jacksonville Academy	Jacksonville, Ga.
Centre Hill Academy	Centre Hill, Ark.	Jasper Institute	Jasper, Ga.
Greenwood Male and Female Institute.	Greenwood, Ark.	Auburn Institute	Jeffersonville, Ga.
St. Mary's Hall	Benicia, Cal.	Juniper High School	Juniper, Ga.
Napa Ladies' Seminary	Napa City, Cal.	Kirkwood High School	Kirkwood, Ga.
Convent of Our Lady of the Sacred Heart.	Oakland, Cal.	La Grange Male High School	La Grange, Ga.
Mrs. Posten's Seminary	Oakland, Cal.	Neely's Institute	Leesburg, Ga.
Sacramento Home School	Sacramento, Cal.	Kenesaw High School	Marietta, Ga.
Home Institute	San Francisco, Cal.	Marietta High School for Boys and Girls.	Marietta, Ga.
St. Mary's Academy of the Sisters of Loretto.	Denver, Colo.	Maysville Institute	Maysville, Ga.
Everest Rectory School	Centreville, Conn.	Johnston Institute	Monroe, Ga.
Brainerd Academy	Haddam, Conn.	Monroe Male and Female Academy.	Monroe, Ga.
Kent Seminary	Kent, Conn.	Morganton Academy	Morganton, Ga.
The Selleck School	Norwalk, Conn.	Morven High School	Morven, Ga.
Boarding and Day School for Young Ladies.	Norwich, Conn.	Newnan Seminary	Newnan, Ga.
Saybrook Seminary	Saybrook, Conn.	Newnan Male Seminary	Newnan, Ga.
Betts Military Academy	Stamford, Conn.	Norcross High School	Norcross, Ga.
The Maples; Family School for Young Ladies.	Stamford, Conn.	Norwood Academy	Norwood, Ga.
Alworth Hall	Tyler City, Conn.	Liberty Academy	Pine Level, Ga.
Georgetown Academy	Georgetown, Del.	Powder Springs School	Powder Springs Ga.
Laurel Classical and Commercial Academy.	Laurel, Del.	Raytown Academy	Raytown, Ga.
St. Joseph's Academy	Jacksonville, Fla.	Rockmart Academy	Rockmart, Ga.
Ackworth High School	Ackworth, Ga.	Idle Wild Academy	Rocky Creek, Ga.
Adairsville Academy	Adairsville, Ga.	Rome Military Institute	Rome, Ga.
Sterne's Institute	Albany, Ga.	Roswell Academy	Roswell, Ga.
Antioch Academy	Antioch, Ga.	Rutledge High School	Rutledge, Ga.
Mulberry Grove Academy	Antioch, Ga.	Camden County Academy	St. Mary's, Ga.
Means' High School	Atlanta, Ga.	Excelsior Academy	Senoia, Ga.
Oak Grove High School	Bartow County, (17th district), Ga.	Senoia High School	Senoia, Ga.
Brantley High School	Brantley, Ga.	Smyrna High School	Smyrna, Ga.
Hickory Head Academy	Brooks County, Ga.	Social Circle Academy	Social Circle, Ga.
Stonewall Academy	Brooks County, Ga.	C. P. Beman School	Sparta, Ga.
Brooks Station Academy	Brooks Station, Ga.	Stone Mountain Institute	Stone Mountain Ga.
Lodge Academy	Bullard's Station, Ga.	Sugar Valley Academy	Sugar Valley, Ga.
Byron Academy	Byron, Ga.	Excelsior High School	Taylor's Creek, Ga.
Mrs. Field's School	Calhoun, Ga.	Tennille High School	Tennille, Ga.
Camak Academy	Camak, Ga.	Toccoa Academy	Toccoa, Ga.
Paris Hill Academy	Cameron, Ga.	Whitesburg Seminary	Whitesburg, Ga.
Carsonville Academy	Carsonville, Ga.	Wrightsville High School	Wrightsville, Ga.
The Methodist Episcopal School.	Cartersville, Ga.	Wynnton Male and Female Academy.	Wynnton, Ga.
Cedar Creek High School	Cedar Creek, Ga.	Zebulon High School	Zebulon, Ga.
Cedartown High School	Cedartown, Ga.	Ursuline Convent of the Holy Family.	Alton, Ill.
Cedartown Male and Female Academy.	Cedartown, Ga.	Bunker Hill Academy	Bunker Hill, Ill.
Bethsaida Seminary	Clayton County, Ga.	French and English Academy	Chicago, Ill.
Cochran High School	Cochran, Ga.	Harvard School	Chicago, Ill.
St. Joseph's Academy	Columbus, Ga.	Heimstreet's Classical Institute.	Chicago, Ill.
Concord Academy	Concord, Ga.	Sts. Benedict and Scholastica's Select School.	Chicago, Ill.
Crawfordville Academy	Crawfordville, Ga.	Denver College and Normal School.	Denver, Ind.
Central Institute	Culloden, Ga.	Gladewood Seminary and Normal School.	Denver, Ind.
Culloden High School	Culloden, Ga.	Collegiate Institute	La Grange, Ind.
Culverton Academy	Culverton, Ga.	Academy of the Assumption	South Bend, Ind.
Cuthbert Male High School	Cuthbert, Ga.	Blairstown Academy	Blairstown, Iowa.
Decatur High School	Decatur, Ga.	Bradford Academy	Bradford, Iowa.
Duluth Academy	Duluth, Ga.	Schaefer's German-American Institute.	Davenport, Iowa.
Forsyth Male Institute	Forsyth, Ga.	Des Moines Collegiate Institute.	Des Moines, Iowa.
Jackson Academy	Forsyth, Ga.	Irving Institute	Irving, Iowa.
Fort Valley Male Academy	Fort Valley, Ga.	St. Mary's Female Academy	Leavenworth, Kans
Gainesville High School	Gainesville, Ga.	Roseland Female Academy	Bardstown, Ky.
Oak Grove Academy	Garden Valley, Ga.	La Rue English and Classical Institute.	Buffalo, Ky.
Grantville High School	Grantville, Ga.	Green River Academy and Science School.	Elkton, Ky.
Greensboro' Male and Female Co-operative School.	Greensboro', Ga.	Ghent College	Ghent, Ky.
Hartwell High School	Hartwell, Ga.	Franklin Institute	Lancaster, Ky.
Hawkinsville Academy	Hawkinsville, Ga.	Lancaster Male Academy	Lancaster, Ky.
Bradwell Institute	Hinesville, Ga.	Graves College	Mayfield, Ky.

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.
Minerva Male and Female College.	Minerva, Ky.
Jessamine Female Institute.	Nicholasville, Ky.
Prof. W. H. Lockhart's School	Paris, Ky.
Masonic Institute	Somerset, Ky.
Academy of St. Catherine of Sienna.	Springfield, Ky.
Motehouse College	Bastrop, La.
Feliciana Female Collegiate Institute.	Jackson, La.
Day School for Col'd Children.	New Orleans, La.
St. Aloysius Academy	New Orleans, La.
St. Augustine's School	New Orleans, La.
St. Mary's School for Colored Girls.	New Orleans, La.
St. Catharine's Hall	Augusta, Me.
China Academy	China, Me.
Fryeburg Academy	Fryeburg, Me.
Lee Normal Academy	Lee, Me.
Monmouth Academy	Monmouth, Me.
Boarding and Day School for Young Ladies.	Portland, Me.
Pembroke School for Boys	Baltimore, Md.
School of Letters and Sciences for Boys.	Baltimore, Md.
Stuart Hall Collegiate and Commercial Institute.	Baltimore, Md.
Notre Dame of Maryland Collegiate Institute for Young Ladies.	Govanstown, Md.
Highland Hall	Millbury, Mass.
Miss Salusbury's School for Young Ladies.	Pittsfield, Mass.
Willow Park Seminary	Westboro', Mass.
Assumption School	St. Paul, Minn.
Norwood Hall	St. Paul, Minn.
St. Louis School	St. Paul, Minn.
Grenada Female College	Grenada, Miss.
Meridian Academy	Meridian, Miss.
Chillicothe Academy	Chillicothe, Mo.
St. Joseph's Academy	Edina, Mo.
Palmyra Seminary	Palmyra, Mo.
Sedalia Collegiate Institute	Sedalia, Mo.
Brownell Hall	Omaha, Nebr.
St. Mary's School	Virginia City, Nev.
Proctor Academy	Andover, N. H.
Beede's Academic and Normal Institute.	Centre Sandwich, N. H.
Colebrook Academy	Colebrook, N. H.
Dover High School	Dover, N. H.
Hampton Academy	Hampton, N. H.
Appleton Academy	New Ipswich, N.H.
Coe's Northwood Academy	Northwood, N. H.
Dearborn Academy	Seabrook, N. H.
Barnard Academy	South Hampton, N. H.
Trinity Hall	Beverly, N. J.
Boarding and Day School for Young Ladies.	Elizabeth, N. J.
Jamesburg Institute	Jamesburg, N. J.
Tallman Institute	Paterson, N. J.
Stevensdale Institute	South Amboy, N. J.
English, French, and Classical Institute.	Albany, N. Y.
Alfred University (academic department).	Alfred, N. Y.
St. Elizabeth's Academy	Allegany, N. Y.
Ives Seminary	Antwerp, N. Y.
Young Ladies' Institute	Auburn, N. Y.
Union Academy of Belleville.	Belleville, N. Y.
Classical and Bible College	Binghamton, N. Y.
Columbian Institute	Brooklyn, N. Y. (209 Clinton av.).
Female Institution of the Visitation.	Brooklyn, N. Y. (64 Johnson st.).
Lockwood's Academy	Brooklyn, N. Y.
St. Mary's School	Brooklyn, N. Y.
Drew Seminary and Female College.	Carmel, N. Y.
Chatham Academy	Chatham Village, N. Y.
Clinton Liberal Institute	Clinton, N. Y.
Cottage Seminary	Clinton, N. Y.
Leseman's Institute	College Point, N. Y.
Friends' Seminary of Easton	Easton, N. Y.
Ten Broeck Free Academy	Franklinville N. Y.
Greenville Academy	Greenville, N. Y.
Hamilton Female Seminary	Hamilton, N. Y.
School for Young Ladies and Children.	Irvington-on-Hudson, N. Y.
Union Hall Seminary	Jamaica (L. I.), N. Y.
Martin Institute	Martinsburg, N. Y.
Monticello Academy	Monticello, N. Y.
Sherman Academy	Moriah, N. Y.
Naples Academy	Naples, N. Y.
Miss Mackie's Boarding and Day School for Young Ladies and Children.	Newburgh, N. Y.
Classical School	New York, N. Y. (54 W. 33d st.).
M'lle M. D. Tardivel's Institute for Young Ladies	New York, N. Y. (25 W. 46th st.).
Moeller Institute	New York, N. Y.
Notre Dame Institute	New York, N. Y. (218 E. 4th st.).
St. John's School	New York, N. Y.
St. Vincent's Free School	New York, N. Y. (Riverdale P.O.).
School for Boys (Miss M. W. Warren).	New York, N. Y. (723 Sixth av., opposite Reservoir Park).
Sisterhood of Gray Nuns	Ogdensburg, N. Y.
Miss Germond's School	Peekskill, N. Y.
Pompey Academy	Pompey, N. Y.
Port Byron Free School and Academy.	Port Byron, N. Y.
Bishop's English and Classical School for Boys.	Poughkeepsie, N. Y.
Riverview Academy	Poughkeepsie, N. Y.
Rochester Female Academy	Rochester, N. Y.
Boarding and Day School for Young Ladies.	Rye, N. Y.
Washington Academy	Salem, N. Y.
Temple Grove Seminary	Saratoga Springs, N. Y.
Mountain Institute	Suffern, N. Y.
Oakwood Seminary	Union Springs, N. Y.
Webster Academy	Webster, N. Y.
White Plains Seminary	White Plains, N. Y.
Ravenscroft School	Asheville, N. C.
Brevard Classical School	Brevard, N. C.
Lincolnton Male and Female Academies.	Lincolnton, N. C.
Raleigh High School	Raleigh, N. C.
Buckhorn Academy	Riddicksville, N. C.
Salem Female Academy	Salem, N. C.
Williston Academy	Wilmington, N. C.
Hopedale Normal School	Hopedale, Ohio.
Morning Sun Academy	Morning Sun, Ohio.
Salem Academy	South Salem, Ohio.
Dague's Collegiate Institute	Wadsworth, Ohio.
Grace Church Parish School	Astoria, Oreg.
Grand Ronde Indian Agency Manual Labor Boarding and Day School.	Grand Ronde, Oreg.
Jefferson Institute	Jefferson, Oreg.
Andalusia Hall	Andalusia, Pa.
Bellefonte Academy	Bellefonte, Pa.
Bishopthorpe School	Bethlehem, Pa.
Linden Female Seminary	Doylestown, Pa.
Friends' Graded School	Germantown, Pa.
Greenwood Seminary	Millville, Pa.
Classical, Mathematical, and English Seminary.	Philadelphia, Pa.
Friends' Central School	Philadelphia, Pa.

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.	Name.	Location.
Friends' Select School	Philadelphia, Pa.	Pulaski High School	Pulaski, Tenn.
Miss Laird's Seminary for Young Ladies.	Philadelphia, Pa.	Ripley Academy	Ripley, Tenn.
Lauderbach Academy	Philadelphia, Pa. (108 S. 10th st.).	West Tennessee Normal School and Business Institute.	Ripley, Tenn.
Mt. Vernon Seminary and Kindergarten.	Philadelphia, Pa. (1313 Green st.).	Cumberland Institute	Near Sparta, Tenn.
Rugby Academy	Philadelphia, Pa. (1415 Locust st.).	Eaton Institute	Sparta, Tenn.
St. Sauveur French and English School for Young Ladies	Philadelphia, Pa. (26 and 28 S. 21st street).	Obion College	Troy, Tenn.
School for Young Ladies	Philadelphia, Pa. (2023 Delancy place).	Watauga Academy	Watauga, Tenn.
School for Young Ladies	Philadelphia, Pa. (1519 Walnut st.).	Calvert Academy	Calvert, Tex.
Seminary for Young Ladies and Little Girls.	Philadelphia, Pa. (601 N. 18th st.).	Pine Hill Academy	Pine Hill, Tex.
S. W. Janney and Sisters' Select School.	Philadelphia, Pa.	The Grove Academy	The Grove, Tex.
Airy View Academy	Port Royal, Pa.	St. Agnes' Hall	Bellows' Falls, Vt.
English, French and German Boarding School.	Providence, R. I.	Burlington Young Ladies' School.	Burlington, Vt.
High School for Colored Pupils	Charleston, S. C.	Morgan Academy	Morgan, Vt.
Curryton Baptist High School	Hamburg, S. C.	Newton Academy	Shoreham, Vt.
Limestone Springs Female High School.	Limestone Springs, S. C.	Academy of the Visitation	Abingdon, Va.
Yorkville Female Institute	Yorkville, S. C.	White Rock Female High School.	Near Fork Union, Va.
Buffalo Institute	Cave Spring, Tenn.	Herndon Female Seminary	Herndon, Va.
Clifton Masonic Academy	Clifton, Tenn.	Ann Smith Academy	Lexington, Va.
Columbia High School	Columbia, Tenn.	Union Academy	Spout Spring, Va.
Stonewall Male and Female College.	Cross Plains, Tenn.	Landon Female School	Stevensville, Va.
Irving College	Irving College, Tenn.	Monongalia Academy	Morgantown, W. Va.
South Normal School and Business Institute (academic department).	Jonesboro', Tenn.	Parkersburg Seminary	Parkersburg, W. Va.
Preparatory department, Cumberland University School for Girls.	Lebanon, Tenn.	Shelton College	St. Albans, W. Va.
Loudon High School	Loudon, Tenn.	St. Mary's School	Wheeling, W. Va.
Macedonia Male and Female Institute.	Macedonia, Tenn.	Albion Academy and Normal Institute.	Albion, Wis.
Young Ladies' School	Memphis, Tenn.	St. John's Female School	Milwaukee, Wis.
Morristown Male High School	Morristown, Tenn.	English and French Boarding and Day School.	Washington, D. C. (1018 17th st., n. w.).
Brunner Female Institute	Mossy Creek, Tenn.	Mt. Vernon Institute	Washington, D. C.
Ooltewah Academy	Ooltewah, Tenn.	Pinkney Institute	Washington, D. C.
Oak Grove Academy	Pin Hook Landing, Tenn.	Rosslyn Seminary	Washington, D. C.
		School for Young Ladies	Washington, D. C. (New York ave., near 13th st.).
		School for Young Ladies and Children.	Washington, D. C. (908 12th st.).
		St. Vincent's Academy	Helena, Mont.
		Beaver Seminary	Beaver, Utah.
		Rocky Mountain Seminary	Salt Lake City, Utah.
		Slatersville Educational Institute.	Slatersville, Utah.

TABLE VI.—*Memoranda.*

Name.	Location.	Remarks.
Southwood Male High School	Talladega, Ala	See Talladega Male High School.
Arkansas Conference Seminary	Harrison, Ark	Buildings destroyed by fire, July, 1880
Lonoke High School	Lonoke, Ark	Became a public school in September, 1879.
Searcy District High School	Searcy, Ark	Closed; being succeeded by Searcy Female Institute.
Nordhoff Seminary for Young Ladies	Nordhoff, Cal	Closed.
Goethe's German School	Sacramento, Cal	Closed.
Goshen Academy	Goshen, Conn	Closed.
Woodburn	Hartford, Conn	Closed; principal deceased.
Family School for Young Girls	Claymont, Del	Closed.
Select Family School for Boys	Claymont, Del	School practically closed; principal now instructs only a few boys.
East Florida Seminary	Gainesville, Fla	A State normal school. See Table III.
Riverside Institute	Jacksonville, Fla	Closed.
J. G. Ryal's School	Bartow County, Ga	Not found.
Conyers Female College	Conyers, Ga	Closed.
St. Cloud High School	Corinth, Ga	Suspended.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Grange Institute	Cuthbert, Ga	During the latter part of the year 1879 this institute was merged in the Southwest Georgia Agricultural College, but has since been reëstablished under the name of Grange Male and Female College.
Andrew Male High School	Elberton, Ga	Succeeded by Elbert Male High School.
Franklin High School	Franklin, Ga	Closed; succeeded by Franklin Institute.
Jewell's Mills School	Jewell's, Ga	Only an elementary school.
Mayson School	Kingston, Ga	Suspended.
St. Augustine's School	Savannah, Ga	Closed.
Fletcher Institute	Thomasville, Ga	Closed; buildings and grounds now owned by South Georgia College of Agriculture and the Mechanic Arts. See Table X, Part 1.
Dogwood Academy	Whitfield County, Ga	Not found.
The Athenæum Academy	Chicago, Ill	See Table VII.
Family School for Boys (Prof. J. B. L. Soulé).	Highland Park, Ill	Closed.
Chaddock College	Quincy, Ill	See Table IX.
St. Mary's Academy	La Fayette, Ind	Appears to be only a parochial school.
Graff's School	Burlington, Iowa	Closed.
Trinity School	Davenport, Iowa	Suspended.
Bear Creek Academy	Earlham, Iowa	Closed.
Le Grand Christian Institute	Le Grand, Iowa	Suspended.
Mitchell Seminary	Mitchellville, Iowa	Closed.
New London Academy	New London, Iowa	Suspended.
Wilton Collegiate Institute	Wilton, Iowa	Closed; being succeeded by Wilton Academy.
Forest Academy	Anchorage, Ky	Closed.
Danville College	Danville, Ky	Property sold and school closed.
Miss Hampton's English and Classical School for Girls.	Louisville, Ky	See Hampton Institute.
West Liberty High School	West Liberty, Ky	Not in existence.
Academical department, University of Louisiana.	New Orleans, La	See Table IX.
St. Joseph's Schools for Boys and Girls.	New Orleans, La., (Common street).	Only parochial schools.
Trinity School	New Orleans, La	A parochial school.
University High School	New Orleans, La	Closed.
Exeter High School	Exeter, Me	Not in existence.
Paris Hill Academy	Paris, Me	Closed.
Boys' School of St. Paul's Parish	Baltimore, Md	A small temporary home, from which the boys attend public school.
Morison Academy	Baltimore, Md	Closed.
School for Young Ladies	Baltimore, Md., (205 West Biddle st.).	Closed.
Lutherville Female Seminary	Lutherville, Md	See Table VIII.
Mt. Pleasant Institute for Boys	Amherst, Mass	Closed.
Wayside School	Belmont, Mass	See Family School for Young Ladies; identical.
Colman Mansion Home School	Boston, Mass	Closed.
St. Mary's Parochial School	Cambridge, Mass	An elementary school.
Peirce Academy	Middleborough, Mass	Closed.
Home and Day School	Roxbury P. O., Mass	Only an elementary school.
Caledonia Academy	Caledonia, Minn	Closed.
Christ Church Parish School	Red Wing, Minn	Closed.
Yazoo District High School	Black Hawk, Miss	See Methodist District High School; identical.
Grange High School	Fayette, Miss	Closed.
Summerville Institute	Gholson, Miss	Not found.
Chalmers Institute	Holly Springs, Miss	Merged in Holly Springs Normal Institute.
Oakland Female Seminary	Oakland, Miss	Succeeded by Oakland Male and Female College.
Sardis Institute	Sardis, Miss	Dissolved into Sardis Institute (female) and Sardis Male Academy.
Fruitland High School	Jackson, Mo	Closed.
Ingleside College	Palmyra, Mo	Closed.
Peacock Academy and School of Practice.	Fisherville, N. H	Superseded by School of Practice. See Table IV.
Acto Academy	Acto, N. J	Closed.
St. Stephen's School	Millburn, N. J	Principal removed to Short Hills and school closed.
St. Joseph's Preparatory Boarding School.	Near Madison, N. J	Only elementary instruction.
The Misses Bracknall's Boarding and Day School for Young Ladies.	New Brunswick, N. J	Closed.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Vineland Institute	Vineland, N. J	Closed.
Home Boarding School for Young Men and Boys.	Waterford, N. J	Closed.
Almond Academy	Almond, N. Y	Building now used for district school.
Carroll Park School	Brooklyn, N. Y	Closed.
St. Paul's School	Lewisboro', N. Y	Closed.
English, French, and German Boarding and Day School.	New York, N. Y. (18 E. 31st street).	See Table VIII.
John MacMullen's School Holladay Collegiate Institute	New York, N. Y	Principals of these schools formed a limited partnership for one year from February, 1880.
De Lancey School	Oneida, N. Y	Closed.
Pawling Institute	Pawling, N. Y	Closed; being succeeded by Pawling Seminary.
Stamford Seminary	Stamford, N. Y	Closed.
The Old School for Boys	Yonkers, N. Y	Closed.
Cary Female Seminary	Cary, N. C	Superseded by Cary High School.
St. Augustine's School	New Berne, N. C	Temporarily closed.
St. Barnabas School	Wilmington, N. C	Only a parochial school.
Greentown Academy	Greentown, Ohio	Not known.
Portsmouth Young Ladies' Seminary	Portsmouth, Ohio	Closed.
Putnam Seminary	Zanesville, Ohio	See Putnam Classical Institute; identical.
Baker City Academy	Baker City, Oreg	Not now in operation; building used for common school.
Bethel Institute	Bethel, Oreg	Not in existence.
Female Seminary	Greensburg, Pa	Changed to Greensburg Seminary for Young Ladies and Young Men.
Cedar Hill Seminary	Mt. Joy, Pa	Closed.
Lake Shore Seminary	North East, Pa	Property sold and school closed.
Penn Hall Academy	Penn Hall, Pa	Suspended.
Miss D. B. Burt's School	Philadelphia, Pa	See Institute for Young Ladies; identical.
Classical Academy	Pittsburgh, Pa	Closed.
Merrill's Academic School	Scranton, Pa	Closed.
Westtown Boarding School	Street Road, Pa	See Westtown.
Prince's Hill Family and Day School	Barrington Centre, R. I.	Closed.
Avery Normal Institute	Charleston, S. C	See Table III.
Lauderdale Male and Female Institute	Durhamville, Tenn	Closed.
Tannehill College	Gainesboro', Tenn	Buildings destroyed by fire December, 1879, and not yet rebuilt.
Hopewell Academy	Lincoln, Tenn	Only a public school or small subscription school held in the building known as Hopewell Academy.
Macedonia Academy	Near McKenzie, Tenn	No regular session nor principal.
Canfield School	Memphis, Tenn	See Table XXII.
Presbyterian Grammar and High School	Memphis, Tenn	Succeeded by Miss Higbee's School.
Fairmount	Moffat, Tenn	See Mont Eagle; change in name of post office.
McMinn County Agricultural and Scientific School.	Mouse Creek, Tenn	Closed.
Alamo Select School	San Antonio, Tex	Only a small elementary school.
Guadalupe College	Seguin, Tex	Closed.
Leesburg Academy	Leesburg, Va	Now a public school.
St. Philip's Church School	Richmond, Va	Only an elementary school.
Dupont Academy	Dupont, Wis	See Marion.
Carroll College	Waukesha, Wis	Suspended.
Avenue Select School	Washington, D. C	Closed.
Young Ladies' French and English Boarding and Day School.	Washington, D. C	See Osborne Seminary.
Washington Female Seminary	Washington, D. C	Name changed to Washington Collegiate Institute.
Montana Collegiate Institute	Deer Lodge, Mont. Ter.	Closed.
St. Michael's College	Santa Fé, N. Mex	See Christian Brothers' College.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1880; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.								Number of years in full course of study.	Number of weeks in scholastic year.
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Berkeley Gymnasium*	Berkeley, Cal	.....	1877	John F. Burris, A. B	Non-sect	12	24	20	88	10	18	3	1	4	40
2	Oak Mound School	Napa, Cal	.....	1873	C. M. Walker	Non-sect	5	7	11	50	10	3	1	7	4	40
3	California Military Academy	Oakland, Cal	0	1865	Rev. David McClure, PH. D	Non-sect	6	8	20	42	12	.....	.....	.....	4	40
4	Oakland High School	Oakland, Cal	0	1869	J. B. McChesney, A. M	Non-sect	10	.....	(250)	.....	14	10	0	32	3	38
5	Franciscan College	Santa Barbara, Cal	.....	1868	Rev. Joseph J. O'Keefe, O. S. F	R. C	3	.....	.....	a2	12	.....	.....	.....	5	.....
6	Santa Barbara College*	Santa Barbara, Cal	1869	1869	Mrs. Ellwood Cooper	Non-sect	7	6	0	.....	.....	2	20	4	5	40
7	Jarvis Hall	Denver, Colo	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Hartford Public High School	Hartford, Conn	0	1638	Joseph Hall, A. M	Non-sect	16	150	20	300	12	10	3	50	4	40
9	Collegiate and Commercial Institute	New Haven, Conn	.....	1836	William H. Russell, A. M	Non-sect	13	.....	.....	b100	12	.....	.....	.....	.....	38
10	Hopkins Grammar School	New Haven, Conn	1664	1660	W. L. Cushing, rector	Non-sect	4	75	24	0	11	15	10	2	5	38
11	Connecticut Literary Institution	Suffield, Conn	1833	1833	Martin H. Smith, A. M	Baptist	8	.....	.....	140	12	4	.....	8	4	39
12	Woodstock Academy	Woodstock, Conn	1800	1802	Wm. E. Bunten	Non-sect	3	9	.....	31	.....	2	.....	2	.....	39
13	Academy of Richmond County	Augusta, Ga	1783	.....	Geo. W. Rains, M. D	Non-sect	4	7	3	70	12	.....	3	14	4	36
14	South Georgia Male Institute*	Dawson, Ga	1871	1871	W. H. Allen and J. W. F. Lowrey.	M. E. So	2	.....	.....	80	8	86	.....	9	.....	40
15	Allen Academy and Polytechnic Institute.	Chicago, Ill. (144 and 146 Twenty-second street).	.....	1874	Ira Wilder Allen, A. M., LL. D., president.	Non-sect	15	50	25	48	6	.....	.....	.....	10	40
16	The Athenæum Academy	Chicago, Ill	.....	.....	Francis LeBaron, sup't	Non-sect	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
17	Yale School*	Chicago, Ill	.....	1879	Mrs. A. E. Bates; Nathaniel Butler, jr., M. A., master.	Non-sect	5	12	.....	13	12	.....	.....	.....	7	40
18	Knox Academy	Galesburg, Ill	1837	1838	George Churchill, A. M	Non-sect	6	60	40	92	14	12	20	2	3	40
19	Whipple Academy	Jacksonville, Ill	.....	1869	H. W. Johnston, A. B	Non-sect	c1	10	14	0	.....	.....	.....	.....	.....	38

* From Report of the Commissioner of Education for 1879.
a Students in theology.
b Average attendance for all departments.
c Under faculty of Illinois College (see Table IX), having but 1 instructor exclusive of those in college.

TABLE VII.— *Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.								
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.	Number of years in full course of study.	Number of weeks in scholastic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
20	St. Francis Solanus College	Quincy, Ill	1873	1859	Rev. P. Anselmus Müller, O. S. F., rector.	R. C	12		(121)							40
21	Indianapolis Classical School	Indianapolis, Ind	1880	1876	Theodore L. Sewall, A. B	Non-sect	4	15	10		12					38
22	Burlington University*	Burlington, Iowa	1852	1852	E. P. Stearns	Baptist	5	2		52		2		0	3	38
23	Classical School*	Dubuque, Iowa		1879	A. J. Schlager		4									
24	Edward Little High School	Auburn, Me	1870	1870	J. W. V. Rich	Non-sect	4	18	0	109	(a)	3	2	13	4	36
25	Houlton Academy*	Houlton, Me	1847	1847	Rev. W. S. Knowlton, A. M	Baptist	4		(172)							
26	Nichols Latin School	Lewiston, Me	1868	1868	Fritz W. Baldwin, A. M	Free Bapt	5		(75)		14				3	39
27	Maine Central Institute*	Pittsfield, Me	1866	1866	Kingsbury Bachelder, A. M	F. W. B			(229)							
28	Waterville Classical Institute	Waterville, Me	1842	1829	James H. Hanson, LL. D	Baptist	4	85	0	69	(a)	22	0	7	3	40
29	West Lebanon Academy	West Lebanon, Me	1850	1850	Morins Adams	F. W. B	3	5	0	40	10				4	40
30	Friends' Elementary and High School	Baltimore, Md. (Lombard street near Eutaw).	0	1864	Eli M. Lamb	Friends	14	10	5	217	7	4		8	10	40
31	Garnett's University School	Ellicott City, Md		1880	James M. Garnett, M. A., LL. D											38
32	Rockville Academy	Rockville, Md	1805	1808	Cooke D. Luckett		1	6	5	20	(a)	3	3	4		42
33	Phillips Academy	Andover, Mass	1780	1778	Cecil F. P. Bancroft, PH. D	Non-sect	8	157	85		(a)	36	12	19	4, 3	32½
34	Chauncy Hall School*	Boston, Mass. (259 Boylston street).	0	1828	William H. Ladd		17	b(182)		26	9				6	40
35	English and Classical School for Boys	Boston, Mass. (10 Somerset street).		1860	William N. Eayrs		6	6	7	14	9		2	7	6	40
36	English High School*	Boston, Mass		1821	Edwin P. Seaver c	Non-sect	19	0	20	460	13	0	7	64	3	40
37	Girls' Latin School	Boston, Mass		1878	John Tetlow, A. M	Non-sect	5	(130)			12	5	0	1	6	40
38	Private Classical School	Boston, Mass. (20 Boylston Place).		1868	J. P. Hopkinson	Non-sect	5	75		3	10	12	0	5	7	37
39	Private Classical School	Boston, Mass. (40 Winter street).		1866	George W. C. Noble, A. M	Non-sect	5	65		5	10	17	1	5	6	40

39	Private Classical School	Boston, Mass. (40 Winter street).		1866	George W. C. Noble, A. M	Non-sect	5	65		5	10	17	1	5	6	40

40	Public Latin School	Boston, Mass. (Bedford street).		1635	Moses Merrill, A. M	Non-sect	14	330	0	0	(a)	29		0	6	42
41	Cambridge High School	Cambridge, Mass		1847	William F. Bradbury		12	100	3	353	(a)	12		36	4, 5	40
42	Day and Family School	Cambridge, Mass. (123 Inman street).		1865	Joshua Kendall		2	12	1	3	11	1				40
43	Public High School	Concord, Mass		1851	William L. Eaton		3	12		40		2		5	4	39
44	Williston Seminary	Easthampton, Mass	1841	1841	Joseph Whitcomb Fairbanks, PH. D.	Non-sect	9	100	25	70	14	28	5	12	4	39
45	Preparatory Department in Home School for Young Ladies.	Everett, Mass		1880	Mrs. A. P. Potter											
46	Lawrence Academy	Groton, Mass	1793	1793	E. S. Ball, A. M	Non-sect	4	14	1	57		3		12	3, 4	39
47	Monson Academy*	Monson, Mass	1804	1806	D. Newton Putney, A. M	Cong	4					4			3	39
48	Classical School for Girls	Northampton, Mass		1877	Miss Mary A. Burnham and B. T. Capen.	Non-sect	15	30		40	(a)	11			(a)	36
49	Mr. Knapp's Home School	Plymouth, Mass		1867	Frederick N. Knapp	Non-sect	3	5	5	5	10		3	3	6	40
50	Adams Academy*	Quincy, Mass		1872	William Everett, PH. D	Non-sect	4		(09)		13	14		2	4	35
51	St. Mark's School	Southborough, Mass	1865	1865	Rev. J. I. T. Coolidge, D. D., head master.	P. E	5	48			12	3			6	37
52	Greylock Institute*	South Williamstown, Mass	0	1842	Benjamin F. Mills, A. M	Cong	8	20	10	20		6	4	10	5	38
53	Edwards Place School	Stockbridge, Mass		1855	Ferdinand Hoffmann	Non-sect	1	3	2	1	12	1	1	1	(a)	52
54	West Newton English and Classical School.	West Newton, Mass	1855	1854	Nathaniel T. Allen	Non-sect	13	20	15	70	10	2	3	22	8	37
55	Worcester Academy	Worcester, Mass	1834	1834	Nathan Leavenworth, A. M	Baptist	5	24	0	23	12	6	1	5	4	39
56	Michigan Military Academy	Orchard Lake, Mich	1877	1877	Col. J. Sumner Rogers, superintendent.	Non-sect	6	5	13	79	(a)	7		2	3	36
57	Smith Academy	St. Louis, Mo		1853	1854	Denham Arnold, A. M	Non-sect	18	35	40	304	11	10	6	13	6	40
58	Austin Academy	Centre Strafford, N. H		1830	1830	W. H. Judkins	Free Bap	1	*5		*40						20
59	St. Paul's School	Concord, N. H		1855	1856	Rev. Henry A. Coit, D. D	P. E	14	170	30	20	12	21	5		6	35
60	Phillips Exeter Academy	Exeter, N. H		1781	1783	Albert C. Perkins, A. M	Non-sect	6	177	7	30	13	44	2	0	4	38
61	Kimball Union Academy	Meriden, N. H		1813	1815	George J. Cummings, A. M	Cong	6	40	6	60	14	6	d1	16	3	39
62	McCollom Institute	Mount Vernon, N. H		1850	1850	W. H. Ray, M. A	Non-sect	5	19	8	23	(a)	3		3	4	38
63	Colby Academy	New London, N. H		1837	1836	James P. Dixon, A. M	Baptist	7	32	2	40	15	0	0	5	4	38
64	Farnum Preparatory School	Beverly, N. J		1856	1856	J. Fletcher Street, A. M		8	2		108	(a)	0	0	5	10	40
65	Burlington College	Burlington, N. J		1846	1846	Rev. Edward Maxwell Reilly, A. M., rector.	P. E	7	15	10	25	12	10	2	38	6	39
66	Peddie Institute	Hightstown, N. J		1836	1869	Rev. E. J. Avery, A. M., pres't	Baptist	10	30	10	110	10	8	0	2	4	40
67	Stevens High School	Hoboken, N. J	0		1870	Rev. Edward Wall, A. M	Non-sect	5	7	21	15			6	4	5	35
68	Rutgers College Grammar School*	New Brunswick, N. J			1770	Rev. De Witt Ten Broeck Reiley, A. M., rector.	Ref. Ch	8		(e24)		(a)				5	38
69	Cazenovia Seminary	Cazenovia, N. Y		1825	1824	Rev. J. D. Phelps, A. M	M. E	10	50	30	60	16	18	2	10	3, 4	40
70	Claverack College and Hudson River Institute.	Claverack, N. Y		{1779? {1854}	1779	Rev. Alonzo Flack, PH. D	Non-sect	f21	g90	g10	g162	(a)	8	4	4	2,3,4	39
71	Fort Edward Collegiate Institute h	Fort Edward, N. Y		1854	1854	Rev. Joseph E. King, PH. D., D.D.	Non-sect	13								3	39
72	Colgate Academy	Hamilton, N. Y		1853	1832	Rev. Francis W. Towle, A. M	Baptist	5	65	15	34	14	18	0	4	4	38
73	Cook Academy*	Havana, N. Y		1872	1873	Albert C. Hill, A. B	Baptist	8	50	25	135	14	5	2	18	3, 4	39
74	Ithaca High School	Ithaca, N. Y			1875	Daniel O. Barto	Non-sect	5	18	17	95	(a)	5		7	4	39
75	Private Preparatory School	Ithaca, N. Y		0	1876	B. P. Mackoon and L. A. Walt	Non-sect	3	10	20	10	(a)	10			4	40
76	Kinderhook Academy	Kinderhook, N. Y		1823	1824	Alexander and Stephenson	Ger. Ref	2	6	2	34	4	1			(a)	40

* From Report of the Commissioner of Education for 1879.
a Not specified.
b Includes those preparing for business.
c Has since become city superintendent of public schools.
d Entered theological seminary.
e In 1878.
f For all departments.
g Probably includes students reported in Table VIII.
h School suspended at present, but will reopen in 1881.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.							Number of years in full course of study.	Number of weeks in scholastic year.
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
77	Kingston Free Academy	Kingston, N. Y.	1795	1773	Francis J. Cheney, A. M.		5	7	0	68	(a)	0	0	17	3	42
78	Siglar's Preparatory School	Newburgh, N. Y. (Seminary Place).		1863	Henry W. Siglar, M. A	Non-sect	4	18	....	18	8	3	0	4	6	38
79	Charlier Institute*	New York, N. Y. (Central Park).	0	1855	Prof. Elie Charlier	Non-sect	25	50	20	80	7	10	5	10	10	36
80	Columbia Grammar School	New York, N. Y. (333 Fourth avenue).		1763	R. S. Bacon, M. D., and B. H. Campbell, A. M.	Non-sect	12	75	35	70	(a)	14	12	13	6	40
81	De La Salle Institute*	New York, N. Y. (48 Second street).			Brother Abban	R. C.	....		(200)		.....	.....	.....	.....	.....	.....
82	New York Latin School	New York, N. Y. (8 East Forty-seventh street).		1874	Virginius Dabney		9	30	20	43	7	.....	.....	.....	6	40
83	Preparatory Scientific School	New York, N. Y. (341 Madison avenue).		1872	Prof. Alfred Colin, M. E	Non-sect	3	3	12	6	12	3	2	4	5	38
84	University Grammar School	New York, N. Y. (1481 Broadway).		1837	M. M. Hobby and William L. Akin, A. M.		8	25	10	46	7	2	6	....	(a)	40
85	Bradford Mansion School	Rye, N. Y.		1880	Rev. Chas. Jewett Collins, A. M.	Non-sect	4	10	1	7	(a)	.....	.....	.....	.....	40
86	Park Institute	Rye, N. Y.	0	1869	Henry Tatlock, M. A	Non-sect	5	30	10	16	10	2	0	0	8	38
87	Union Classical Institute	Schenectady, N. Y	1855	1855	Charles S. Halsey	Non-sect	7	44	30	104	.....	11	0	10	3	42
88	St. John's School	Sing Sing, N. Y		1869	Rev. J. Breckenridge Gibson, D. D., rector.	P. E	8		(80)		10-15	1	1	3	6	40
89	De Veaux College*	Suspension Bridge, N. Y.	1853	1857	Rev. Geo. Herbert Patterson, A. M., LL. B., president.	P. E	7		(58)		9-12	.....	.....	.....	7	40
90	Rev. M. R. Hooper's Academy for Boys.	Yonkers, N. Y		1867	Rev. Montgomery R. Hooper, A. M.	Non-sect	5	25	....	24	.....	2	....	2	6	40
91	Chickering Classical and Scientific Institute.	Cincinnati, Ohio (George st., bet. Smith and John).		1855	J. B. Chickering, A. M	Non-sect	15	60	30	100	7-20	7	4	7	11	39

91	Chickering Classical and Scientific Institute.	Cincinnati, Ohio (George st., bet. Smith and John).		1855	J. B. Chickering, A. M	Non-sect	15	60	30	100	7-20	7	4	7	11	39		
92	Collegiate School	Cincinnati, Ohio		1863	Rev. J. Babin, A. B	P. E	4	10	1	6	7				6	40		
93	Brooks Military Academy	Cleveland, Ohio	1874	1874	Henry McL. Harding, A. M	Non-sect	8					5	4		6	40		
94	Department of preparatory instruction in Oberlin College.*	Oberlin, Ohio	1834	1834	George H. White, A. M	Non-sect	27	198		236	14	47			3	38		
95	Miami Classical and Scientific Training School for Boys.	Oxford, Ohio		1877	Isaiah Trufant, A. M., and Byron F. Marsh, A. M.	Non-sect	6	8	10	20	(a)			2	3, 4	40		
96	Chambersburg Academy	Chambersburg, Pa	1797	1793	J. H. Shumaker, PH. D	Non-sect	4	14	4	18	12	6	4	6	4	40		
97	Germantown Academy	Germantown, Pa. (School Lane).	1784	1760	William Kershaw, A. M., PH. D.	Non-sect	10	115	35	28	(a)	5	6	14	6	40		
98	Wyoming Seminary	Kingston, Pa	1844	1844	Rev. David Copeland, PH.D., D.D	M. E	b10		(284)		12				3, 4	40		
99	Franklin and Marshall Academy*	Lancaster, Pa		1837	Rev. James Crawford, rector	Reformed	5		(43)		(a)					39		
100	University Academy	Lewisburg, Pa	1846	1846	William E. Martin, A. M	Baptist	7	42	6	17		13	3		4	40		
101	Lewistown Academy	Lewistown, Pa	1815		W. H. Schuyler, PH. D	Non-sect	6	16	0	101	5	1	0	6	12	39		
102	Cumberland Valley Institute	Mechanicsburg, Pa		1853	S. C. Beitzel and Mervin J. Eckels, A. B.	Non-sect	4	6		80					(a)	40		
103	Palatinate College	Myerstown, Pa	1868	1868	Rev. Dr. G. W. Aughinbaugh	Reformed												
104	Fewsmith Classical School	Philadelphia, Pa. (1008 Chestnut street).		1857	William Fewsmith, M. A	Non-sect	4	6	4	22	9	4	3	3	4, 6	41		
105	North Broad Street Select School for Young Men and Boys.	Philadelphia, Pa. (corner Broad street and Fairmount avenue).	0	1868	George Eastburn, M. A	Non-sect	*9	27	6	89	10	0	4	4	6	40		
106	York Collegiate Institute	York, Pa	1873	1873	Rev. Jas. McDougall, jr., PH. D.	Presb	7	20	b	75	(a)	5	1		5	40		
107	Greenwich Academy*	East Greenwich, R. I	1802	1802	Rev. Francis D. Blakeslee, A.M	M. E	13		(209)						3	40		
108	Rogers High School*	Newport, R. I	0	1873	Frederic W. Tilton, A. M	Non-sect	7	20	6	120	(a)	5	1	8	4	40		
109	English and Classical School	Providence, R. I. (49 Snow street).	0	1864	William A. Mowry, A. M., and Charles B. Goff, A. M.		15	105	10	125	8	7	3	4	10	39		
110	University Grammar School	Providence, R. I		1764	Merrick Lyon, A. M., LL.D., and Emory Lyon, A. M., M. D.	Baptist	6	35	5	12	8	8		3	4–7	38		
111	Mt. Zion Institute	Winnsboro', S. C	1773	1777	R. Means Davis	Non-sect	4	20		130		1	1	2	4	40		
112	McKenzie College	McKenzie Tenn	1870	1871	Rev. E. B. Chappell, A. B	M. E. So	5		(140)		10	20	28	4	6	40		
113	Tullahoma College	Tullahoma, Tenn	1877	1876	Rev. J. M. Carter, A. M. pres't	M. E	4	6								40		
114	Burr and Burton Seminary	Manchester, Vt	1829	1833	Rev. James Fletcher, A. M	Cong	5	16	12	60	(a)	3	0	2	3	40		
115	Green Mountain Seminary*	Waterbury Centre, Vt	1862	1869	Miss L. Colley	F. W. Bap	2			110	(a)					36		
116	Kenmore University High School	Amherst C. H., Va		1872	H. A. Strode		3					4				40		
117	Bellevue High School	Bellevue, Va		1866	William R. Abbot	P. E	3		(46)		13	6		5	6	40		
118	Norwood High School and College	Norwood, Va		1865	Thomas A. Seddon and R. H. Willis, jr.	Non-sect	4	20	10	10	12–14	15		2	(a)	40		
119	University School	Petersburg, Va		1865	W. Gordon McCabe, A. M		3		(71)		12	12	3	20		40		
120	Shenandoah Valley Academy	Winchester, Va	0	1865	Chas. L. C. Minor, M. A., LL. D.	Non-sect	5	40	4	10	12				5	38		
121	Wayland University*	Beaver Dam, Wis	1855	1855	Rev. Nathan E. Wood, A. M., B.D	Baptist	6	10	4					5	3, 4	39		
122	Berlin High School	Berlin, Wis	1857	1858	C. M. Gates		14	5	10	60				12	4	40		
123	Markham Academy	Milwaukee, Wis	0	1864	Albert Markham	Non-sect	4	30	6	40		3	2	2	5	40		
124	Grammar School of Racine College	Racine, Wis	1852		Gerald R. McDowell, A. M., head master.	P. E	9	68	41		10				6	38		
125	Racine Academy	Racine, Wis	0	1875	John G. McMynn, A. M	Non-sect	5	15	8	65	10	3	0	9	(a)	40		

* From Report of Commissioner of Education for 1879.

a Not specified.

b In Wyoming Seminary and Commercial College.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Has the school a chemical laboratory?	Has the school a philosophical cabinet and apparatus?	Has the school a gymnasium?	Library.		Annual charge to each student for tuition.	Average cost of board and lodging per annum.	Property, income, &c.				Scholastic year begins—
					Number of volumes.	Increase in the last school year.			Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	17	18	19	20	21	22	23	24	25	26	27	28
1	Berkeley Gymnasium*	0	×	×	200	100	$100	$250	$25,000	.....	.....	$11,880	July 12.
2	Oak Mound School	.....	×	.....	250	50	70	250	7,000	.....	.....	3,500	August 1.
3	California Military Academy	×	×	.....	1,500	.....	.....	a360	80,000	.....	.....	.....	July 18.
4	Oakland High School	×	×	0	400	0	b40	250	40,000	.....	.....	500	July.
5	Franciscan College	.....	.....	×	2,500	.....	.....	.....	.....	.....	.....	.....	.....
6	Santa Barbara College*	0	0	×	1,000	0	.....	200	75,000	$0	$0	.....	Aug., 1st Mon.
7	Jarvis Hall	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Hartford Public High School	×	×	×	2,500	100	b60	.....	200,000	.....	.....	b5,200	May 15.
9	Collegiate and Commercial Institute.	.....	.....	×	2,000	.....	63	a400	.....	.....	.....	.....	September.
10	Hopkins Grammar School	.....	.....	.....	.....	.....	65	300	.....	.....	.....	.....	September.
11	Connecticut Literary Institution	×	×	×	1,400	100	36	130	100,000	30,000	.....	.....	Sept., 1st week.
12	Woodstock Academy	×	×	0	400	.....	20–29	135	25,000	4,000	400	750	Sept., 1st Mon.
13	Academy of Richmond County	×	×	0	0	0	20	200	50,000	50,000	3,500	1,500	October 1.
14	South Georgia Male Institute*	.....	.....	.....	100	.....	30	100	5,000	.....	.....	1,500	Aug., 3d Mon.
15	Allen Academy and Polytechnic Institute.	×	×	.....	2,350	50	60–160	280	.....	.....	.....	.....	Sept., 1st Mon.
16	The Athenæum Academy	0	×	.....	c2,000	.....	.....	.....	.....	.....	.....	c10,000	September 12.
17	Yale School*	0	×	0	.....	.....	.....	.....	25,000	.....	.....	.....	September 12.
18	Knox Academy	(d)	(d)	×	(d)	.....	25	100–160	(d)	(d)	9,000	2,795	Sept., 1st Thurs.
19	Whipple Academy	(e)	(e)	.....	(e)	.....	18	.....	(e)	(e)	(e)	.....	.....
20	St Francis Solanus College	.....	.....	.....	1,300	.....	30	a225	31,500	.....	7,287	3,000	.....
21	Indianapolis Classical School	0	0	×	.....	.....	100	.....	.....	.....	.....	.....	Sept., 2d Wed.
22	Burlington University*	×	×	0	2,400	.....	30	100	80,000	f4,250	g750	1,130	September 1.
23	Classical School*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

24	Edward Little High School	×	×	0	100	0	b12	180	31,000	0	0	40	April 4.
25	Houlton Academy*	×	×				16½						September 3
26	Nichols Latin School			×	1,000		27		h15,000				August 24.
27	Maine Central Institute*												August 18.
28	Waterville Classical Institute	0	×	0	50	0	20–24	120	10,000	33,333	2,000	2,446	Aug., 4th Mon.
29	West Lebanon Academy	×	×	0	300	0	22	120	5,000	5,000	26	800	
30	Friends' Elementary and High School.	×	×	0	2,000	100	b60	200	20,000	0	0	12,000	Sept., 1st Tues.
31	Garnett's University School						50–100	a310					September 15.
32	Rockville Academy	0	0	0	0	0	32–40	150	j5,000			k1,300	Sept., 1st Mon.
33	Phillips Academy	×	×	×	2,750	50	60	300	100,000	203,814	10,242	12,611	September 1.
34	Chauncy Hall School*	×	×	×			140–200		100,000				September 8.
35	English and Classical School for Boys.	×	×	×	350		160		l1,500			5,000	September 29.
36	English High School*	×	×	0	2,000		0			0	0	b400	Sept., 1st Mon.
37	Girls' Latin School	0	0	0	300	50							Sept., 1st Mon.
38	Private Classical School	0	0	0			200		20,000				Sept., last Mon.
39	Private Classical School	0	0	×	0	0	200					14,000	Sept , 2d Mon.
40	Public Latin School	0	×	×	2,600	100			350,000	0e	0		September 1.
41	Cambridge High School	×	×	0	3,200	50	b50		100,000	13,333	800	200	Sept., 1st Mon.
42	Day and Family School						150						September 21.
43	Public High School	0	×	0			b39		10,000	3,000	150	200	Aug., 4th Mon.
44	Williston Seminary	×	×	×	2,000	50	60	200	139,757	256,400	11,236	g12,976	September 5.
45	Preparatory Department in Home School for Young Ladies.												September 8.
46	Lawrence Academy	×	×	×	25,000		21–24	137½	35,000	35,000	2,015	1,600	August.
47	Monson Academy*	×	×	0	2,000		21–27	150	20,000	25,000	1,600	1,350	August 20.
48	Classical School for Girls	×	×	×	1,800	600	100	350	50,000			7,000	September.
49	Mr. Knapp's Home School	×	×	×	1,500			a650	15,000				September 22.
50	Adams Academy*	0	0	×	400		100	350	40,000			6,600	September 9.
51	St. Mark's School			×	900	50	(500)		20,000			24,000	September 15.
52	Greylock Institute*	×	×	×	500	50	75	350	50,000			5,000	September 1.
53	Edwards Place School	0		×	500	0	(300, 400)		*20,000			2,200	
54	West Newton English and Classical School.	×	×	×	2,500	50	60–200	350	80,000	0	0	9,000	Sept., 3d Wed.
55	Worcester Academy	×	×	×	1,500	0	45	105	100,000	81,000	3,100	1,400	August 31.
56	Michigan Military Academy	×	×	×	500	150	a350		50,000				September 15.
57	Smith Academy	0	×	×			60–100	300	65,000			25,000	September 16.
58	Austin Academy	0	0	0	200	0	10–12	55–60	2,000				February 20.
59	St. Paul's School	×	×	×	2,500	200	a500		*100,000				September 8.
60	Phillips Exeter Academy	×	×	0	625	13	60	250	108,000	219,588	11,791	6,840	Sept., 1st Wed.
61	Kimball Union Academy	×	×	×	2,500		30	110	25,000	30,000	2,000	1,775	August.
62	McCollom Institute	0	×	0	1,256	45	18–21	130	10,000	15,000	750	1,000	Aug., last Wed.
63	Colby Academy	×	×	×	1,500	50	15–30	126	100,000	81,000	5,110	1,104	Sept., 1st Wed.
64	Farnum Preparatory School		×	0	100	0	12–46		40,000	20,000	1,200	2,200	September 6.

* From Report of the Commissioner of Education for 1879.
a Board and tuition.
b From non-residents.
c In the Chicago Athenæum, of which the academy is a part.
d In connection with Knox College.
e Associated with Illinois College (see Table IX).
f Also funds in real estate.
g Includes rents.
h In 1878.
i Average charge.
j Value of grounds and buildings.
k Of which $800 are received from the State in consideration of the free tuition of 8 pupils.
l Value of apparatus.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Has the school a chemical laboratory?	Has the school a philosophical cabinet and apparatus?	Has the school a gymnasium?	Library.		Annual charge to each student for tuition.	Average cost of board and lodging per annum.	Property, income, &c.				Scholastic year begins—
					Number of volumes.	Increase in the last school year.			Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	17	18	19	20	21	22	23	24	25	26	27	28
65	Burlington College	×	×	×	2,000	....	*a*$200	....	$50,000	....	....	....	September 8.
66	Peddie Institute	×	×	0	1,000	600	50	$150	100,000	$0	$0	$3,000	September 2.
67	Stevens High School	(*b*)	(*b*)	....	....	....	60–150	....	*c*26,000	....	....	....	September 14.
68	Rutgers College Grammar School*	×	×	....	....	....	36–72	*a*400	....	....	....	....	September.
69	Cazenovia Seminary	×	×	×	2,000	80	30	150	80,000	10,000	400	4,000	August 24.
70	Claverack College and Hudson River Institute.	×	×	×	1,397	102	50	100–300	61,214	....	....	11,123	September 6.
71	Fort Edward Collegiate Institute *d*	×	×	×	400	400	36	164	60,000	....	....	....	September 12.
72	Colgate Academy	0	×	×	1,420	212	30	120	61,000	55,000	3,350	2,623	Sept., 2d Thurs.
73	Cook Academy*	×	×	×	650	80	36	130	175,000	....	....	5,528	September 2.
74	Ithaca High School	×	×	0	966	70	*e*30	136	18,320	0	0	648	July 2.
75	Private Preparatory School	0	0	0	0	....	135	240	0	0	0	2,000	September 15.
76	Kinderhook Academy	0	×	....	1,500	....	40	300	3,500	....	....	1,500	September 1.
77	Kingston Free Academy	×	×	0	900	38	*e*36	210	53,270	....	4,288	288	August 30.
78	Sigler's Preparatory School	×	0	×	425	25	75	400	30,000	0	0	....	Sept., 2d Tues.
79	Charlier Institute*	×	×	×	3,500	100	100–300	450	500,000	....	....	....	September 15–20.
80	Columbia Grammar School	×	×	0	0	0	100–250	....	....	0	0	....	September 17.
81	De La Salle Institute*	....	....	....	....	....	....	....	*f*41,000	....	....	....	....
82	New York Latin School	0	0	0	0	0	*g*150	....	....	....	....	....	Sept., 2d Mon.
83	Preparatory Scientific School	×	×	0	0	0	200–300	....	h1,000	0	0	4,359	September 22.
84	University Grammar School	0	0	0	0	....	....	....	....	....	....	....	September 13.
85	Bradford Mansion School	×	×	×	....	....	....	500	50,000	....	....	....	September.
86	Park Institute	0	×	0	....	....	80–140	*i*600	25,000	....	....	5,000	September 15.
87	Union Classical Institute	×	×	0	292	7	36	182	17,600	0	0	950	September 1.
88	St. John's School	×	×	×	700	100	*i*600	....	70,000	....	....	....	September.
89	De Veaux College*	....	....	×	1,200	....	(400)	....	....	....	....	....	September 4.

87	Union Classical Institute	×	×	0	202	7	36	125	17,000	0	0	950	September 1.
88	St. John's School	×	×	×	700	100	(600)		70,000				September.
89	De Veaux College*			×	1,200		(400)						September 4.
90	Rev. M. R. Hooper's Academy for Boys.	0	0	0	0	0	80–160					3,000	September.
91	Chickering Classical and Scientific Institute.		×	×	800	40	60–120	250	50,000			17,500	September 20.
92	Collegiate School	0	0	0	0	0	100–180						September 10.
93	Brooks Military Academy	×	×	×			150	152–228					September 14.
94	Department of preparatory instruction in Oberlin College.*	×	×	×	15,000		30	(i)	(i)	(i)	(i)	(i)	September 14.
95	Miami Classical and Scientific Training School for Boys.	✓	✓	×	10,000	100	40–60	240	175,000				September 6.
96	Chambersburg Academy	0	0		525	25	50–60	240	25,000	0	0	2,400	Sept., 1st Wed.
97	Germantown Academy	×	×	×	250	0	50–100		50,000			12,000	Sept., 2d Mon.
98	Wyoming Seminary	×	×		*f*1,500		22½–32	*a*200	*f*150,000			*f*8,000	September 1.
99	Franklin and Marshall Academy*	0	0	0			50	150					September 2.
100	University Academy	0	(*k*)	0	(*k*)		30	120	(*i*)	(i)	(i)	(i)	September 8.
101	Lewistown Academy	0	×	0			16–50	200		0	0		September 1.
102	Cumberland Valley Institute				500		20	120	18,000				
103	Palatinate College												
104	Fewsmith Classical School	×	×	0	250	20	95, 120		1,800			3,300	Sept., 2d Mon.
105	North Broad Street Select School for Young Men and Boys.	×	×	×	300		100–150	240	*l*5,000	0	0	13,500	Sept., 2d Mon.
106	York Collegiate Institute	×	×	×	1,500	250	40	140	75,000	60,000	3,600	* 3,500	September 5.
107	Greenwich Academy*	×	×				24, 33	113	75,000				August 26.
108	Rogers High School*	×	×		600	50	*e*60	300	42,000	100,000	6,000	300	Sept., 1st Mon.
109	English and Classical School	×	×	×	1,050		40–125		100,000	0		21,218	Sept., 1st Mon.
110	University Grammar School						60–125						Sept., 1st Mon.
111	Mt. Zion Institute	0	0	0	50		*m*25	150	5,000			250	September.
112	McKenzie College	×	×	0	300	300	10–25	130	3,000			2,000	September 1.
113	Tullahoma College	0	0		211		20–36		2,500				September 6.
114	Burr and Burton Seminary	×	×	0	500	0	30	140				1,200	September 1.
115	Green Mountain Seminary*	0	×		300		9–18	108	20,000			475	Sept., 1st week.
116	Kenmore University High School	×	0	×			*a*300						September 8.
117	Bellevue High School	0	0	×	4,000	75	*a*250		12,000				September 15.
118	Norwood High School and College	×	×	×	400	40	75	160	1,000			1,000	September 23.
119	University School	0	0	0	*n*3,000	300	80	225	10,000				October 1.
120	Shenandoah Valley Academy	×	×	×									
121	Wayland University*				1,800		28	88	30,000	10,000			September 10.
122	Berlin High School	×	×	×	400	100	*e*15		*35,000				September.
123	Markham Academy	0	×	0			120		15,000				Sept., 1st Mon.
124	Grammar School of Racine College	×	×	×	*2,000		(400)		*107,200	0	0		September.
125	Racine Academy	0	0	0	200	25	100	300	5,000	0	0	5,100	September 1.

* From Report of the Commissioner of Education for 1879.
a Board and tuition.
b Uses that of the Stevens Institute of Technology.
c Value of grounds and buildings.
d School suspended at present, but will reopen in 1881.
e From non-residents
f Includes value of library.
g Average charge.
h Value of apparatus.
i Reported with collegiate department (see Table IX).
j In 1878.
k Has access to that of the university.
l Value of apparatus.
m For higher branches; English course free.
n Belonging to principal.

TABLE VII.—*Memoranda.*

Name.	Location.	Remarks.
Golden Academy	Golden, Colo	Closed.
Norwich Free Academy	Norwich, Conn	No information received.
Bethlehem Academy	Elizabethtown, Ky	No information received.
Lynnland Institute	Glendale, Ky	No information received.
Hebron Academy	Hebron, Me	No information received.
Girls' High School	Boston, Mass	Not strictly a preparatory school.
Private Latin School	Boston, Mass. (80 Charles street).	No information received.
Springfield Collegiate Institute	Springfield, Mass	No information received.
Warren Academy	Woburn, Mass	Closed.
Princeton College Preparatory School	Princeton, N. J	Closed.
Mr. Kinne's School	Ithaca, N. Y	No information received.
Anthon Grammar School	New York, N. Y	No information received.
Brittain Brothers' Preparatory Scientific School.	New York, N. Y. (1267 Broadway).	No information received.
Brooks Academy	Cleveland, Ohio	Divided into three branches: Brooks Kindergarten (Table V); Brooks School (for girls) (Table VI); Brooks Military Academy (Table VII).
Milner Hall	Gambier, Ohio	No information received.
Easton Classical and Mathematical School	Easton, Pa	No information received.
"The Hill" School	Pottstown, Pa	No information received.
Lapham Institute	North Scituate, R. I	No information received.
St. Mary's Institute	San Antonio, Tex	See Table VI.
Hanover Academy	Taylorsville, Va	No information received.
Janesville Classical Academy	Janesville, Wis	Succeeded by Janesville English Academy (see Table VI).

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.					Number of scholarships.
							Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.			Total number in all departments.	
												In regular course.	In special or partial course.	Number of graduate students.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Union Female College	Eufaula, Ala	1852	1853	F. B. Moodie	Baptist	8	3	5	2	25	60	a30	.....	115	10
2	Florence Synodical Female College.	Florence, Ala	1855	1850	Mrs. Marietta Cuscaden	Presb	4	.....	4	2	.....	.....	.....	.....	52	.....
3	Huntsville Female College*	Huntsville, Ala	1852	1852	Rev. George W. F. Price, D. D. *b*	M. E. So.	8	3	5	0	.....	93	.....	.....	93	0
4	Huntsville Female Seminary (Rotherwood Home).	Huntsville, Ala	1829	1829	Mrs. F. R. Ross	Presb	7	2	5	.....	.....	.....	.....	.....	89	.....
5	Judson Female Institute	Marion, Ala	1839	1839	Rev. L. R. Gwaltney, D. D	Baptist	9	2	7	1	38	85	.....	.....	123	.....
6	Marion Female Seminary	Marion, Ala	1842	1836	Rev. H. R. Raymond, D. D	Non-sect	9	2	7	1	20	69	4	4	97	.....
7	Synodical Female Institute	Talladega, Ala	.....	.....	Mrs. M. K. Craig	Presb	5	.....	5	3	40	43	.....	.....	83	.....
8	Alabama Central Female College	Tuscaloosa, Ala	1858	1858	A. K. Yancey, jr	Non-sect	12	3	9	.....	.....	.....	.....	.....	96	5
9	Tuscaloosa Female College*	Tuscaloosa, Ala	1859	1859	Alonzo Hill, A. M	Non-sect	10	2	8	2	.....	.....	.....	.....	109	.....
10	Alabama Conference Female College.	Tuskegee, Ala	1855	1856	John Massey, LL. D	Meth	8	2	6	.....	40	103	1	2	146	0
11	Young Ladies' Seminary	Benicia, Cal	0	1852	Mrs. Mary Atkins Lynch	Non-sect	12	4	8	.....	46	51	.....	0	97	0
12	College of Notre Dame	San José, Cal	.....	1851	Sister Marie Cornelie	R. C	20	2	18	5	.....	.....	.....	.....	150	0
13	Hartford Female Seminary	Hartford, Conn	1827	1815	William T. Gage, A. M	Non-sect	9	4	5	1	20	.....	.....	7	100	.....
14	Congrégation de Notre Dame*	Waterbury, Conn	.....	1869	Madame St. Cecilia, superior	R. C	.....	.....	.....	.....	.....	.....	.....	.....	185	.....
15	Wesleyan Female College	Wilmington, Del	1841	1837	Rev. J. M. Williams, A. M	M. E	9	3	6	2	37	37	0	0	74	0
16	Lucy Cobb Institute	Athens, Ga	1858	1858	Mrs. A. E. Wright	Non-sect	7	2	5	2	19	48	.....	.....	67	14
17	Columbus Female College	Columbus, Ga	1875	1875	G. R. Glenn, A. M	Non-sect	12	5	7	.....	.....	c122	.....	.....	122	10
18	Andrew Female College*	Cuthbert, Ga	.....	1854	Rev. A. L. Hamilton, D. D	Non-sect	10	.....	.....	.....	.....	.....	.....	.....	182	.....
19	Dalton Female College	Dalton, Ga	1873	1872	Rufus W. Smith, A. M	Meth	6	3	3	1	49	69	7	0	d169	5
20	Monroe Female College	Forsyth, Ga	1849	.....	Rev. S. G. Hillyer, D. D	Baptist	4	2	2	1	8	36	62	.....	106	0

* From Report of the Commissioner of Education for 1879.

a Includes 25 music pupils.

b Since succeeded by Rev. A. B. Jones, A. M.

c Includes students in two primary classes.

d Includes students in music and art.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.					Number of scholarships.
							Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.			Total number in all departments.	
												In regular course.	In special or partial course.	Number of graduate students.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
21	Georgia Baptist Seminary for Young Ladies.	Gainesville, Ga	1878	1878	Rev. William Clay Wilkes, A. M	Baptist	7	2	5	2	57	48	2	.....	107	....
22	Griffin Female College*	Griffin, Ga	1848	1849	A. B. Niles, A. M	Non-sect	7	2	5	2	44	58	12	....	114	0
23	La Grange Female College*	La Grange, Ga	1842	1840	James R. Mayson	Meth	8	2	6	1	42	58	0	0	100	0
24	Southern Female College	La Grange, Ga	1848	1842	I. F. Cox, A. M	Non-sect	10	2	8	2	70	75	6	6	157	0
25	Wesleyan Female College	Macon, Ga	1836	1839	Rev. W. C. Bass, D. D	M. E. So	13	5	8	2	40	165	18	.....	223	6
26	Georgia Female College	Madison, Ga	1849	.....	Richard T. Asbury, A. M	Baptist	6	2	4	.....	.....	68	....	.....	68	0
27	Marietta Female College	Marietta, Ga	1869	1869	Rev. V. E. Manget	Non-sect	6	3	3	.....	.....	69	....	.....	69	....
28	College Temple	Newnan, Ga	1853	1853	M. P. Kellogg, A. M	Non-sect	5	1	4	1	31	140	.....	.....	171	....
29	Houston Female College	Perry, Ga	1853	1853	P. W. Johnson	Baptist	2	....	....	....	....	65	....	....	65	....
30	Rome Female College	Rome, Ga	1856	1856	Rev. J. M. M. Caldwell	Non-sect	7	3	4	2	37	93	9	.....	139	0
31	Shorter College	Rome, Ga	1873	1873	Rev. R. D. Mallary, A. M	Baptist	10	3	7	....	78	76	9	.....	163	....
32	Young Female College	Thomasville, Ga	.....	1869	John E. Baker, A. M	Non-sect	5	1	4	1	30	70	....	.....	100	....
33	Seminary of the Sacred Heart	Chicago, Ill	....	....	Mother Niederkorn, superior	R. C	....	....	....	....	....	....	....	.....	150	....
34	Woman's College of the Northwestern University.	Evanston, Ill	1869	1869	Oliver Marcy, LL. D., acting president.	M. E	(a)	(a)	(a)	(a)	89	46	32	.....	b239	....
35	Knox Seminary	Galesburg, Ill	.....	1847	Newton Bateman, LL. D	Non-sect	(a)	(a)	(a)	(a)	....	41	....	.....	41	0
36	Almira College	Greenville, Ill	1859	1855	Mrs. Florence K. Houghton	Non-sect	7	....	7	.....	17	32	34	.....	83	1
37	Highland College for Women	Highland Park, Ill	1876	1876	Edward P. Weston, A. M. C	Non-sect	11	3	8	.....	.....	.....	.....	.....	62	....
38	Jacksonville Female Academy	Jacksonville, Ill	.....	1830	E. F. Bullard, A. M	Presb	7	2	5	3	.....	71	.....	3	100	....
39	St. Mary's School	Knoxville, Ill	.....	1868	Rev. C. W. Leffingwell, D. D., rector.	P. E	10	3	7	.....	.....	.....	.....	.....	110	1
40	Ferry Hall, Lake Forest University.	Lake Forest, Ill	.....	1869	Rev. A. G. Wilson, A. M	Presb	12	....	....	.....	52	50	5	....	107	....
41	Chicago Female College	Morgan Park, Ill	1874	1875	Gilbert Thayer, LL. D	Non-sect	12	6	6	1	12	44	12	2	70	0
42	St. Angela's Academy*	Morris, Ill	1868	1857	Sister Claudine, superior	R. C	....	....	....	....	.....	.....	.....	.....	70	....
43	Mt. Carroll Seminary	Mt. Carroll, Ill	1852	1853	Mrs. F. A. W. Shimer	Non-sect	14	2	12	.....	.....	100	.....	5	200	3

43	Mt. Carroll Seminary	Mt. Carroll, Ill	1852	1853	Mrs. F. A. W. Shimer	Non-sect	14	2	12	.....	.....	.....	.....	.....	70	.....	5	70	.....
															100	.....	5	200	3

44	Rockford Seminary	Rockford, Ill	1847	1849	Miss Anna P. Sill	Cong'a P.	15	2	13	3	51	45	90	8	194	3
45	Moravian Seminary for Young Ladies.*	Hope, Ind	.....	1866	Rev. J. Blickensderfer	Moravian	4	2	2	.....	8	16	.....	.....	24	.....
46	De Pauw College for Young Women.	New Albany, Ind	1852	1852	F. A. Friedley	M. E	7	1	6	2	28	39	7	.....	74	.....
47	Immaculate Conception Academy	Davenport, Iowa	1809	1859	Sister Mary Gonzaga	R. C	17	.....	17	.....	121	40	18	.....	179	.....
48	Callanan College	Des Moines, Iowa	.....	1879	Rev. Charles R. Pomeroy, D. D.	Non-sect	8	5	3	1	20	.....	.....	.....	100	0
49	St. Agatha's Seminary	Iowa City, Iowa	1861	1859	Sister Mary Agnes, directress.	R. C	8	2	6	6	99	51	10	3	163	0
50	College of the Sisters of Bethany	Topeka, Kans	1861	1862	Rt. Rev. Thomas H. Vail, D. D., LL. D.	P. E	14	3	11	4	98	56	12	3	160	5
51	Bowling Green Female College	Bowling Green, Ky	1871	1871	George M. Edgar	Non-sect	8	3	5	3	65	65	.....	.....	130	.....
52	Clinton College	Clinton, Ky	1874	1874	Amanda M. Hicks	Baptist	6	2	4	3	66	54	.....	1	121	0
53	Tarrant College*	Crab Orchard, Ky	.....	1875	Mrs. S. F. H. Tarrant		4	1	3	1	21	.....	.....	.....	75	.....
54	Franklin Female College*	Franklin, Ky	1868	1868	Col. J. S. Austin, A. M	Non-sect	6	2	4	0	38	62	8	0	108	0
55	Georgetown Female Seminary	Georgetown, Ky	1829	1846	James J. Rucker, LL. D	Baptist	9	3	6	2	30	80	0	0	110	0
56	Liberty Female College	Glasgow, Ky	1873	1875	J. B. Reynolds, A. M., M. D	Baptist	5	1	4	.....	2	43	12	3	60	12
57	Daughters College	Harrodsburg, Ky	1846	1856	John Aug. Williams	Non-sect	9	4	5	.....	50	50	10	0	110	0
58	Bethel Female College	Hopkinsville, Ky	1853	1854	J. W. Rust, A. M	Baptist	7	3	4	.....	18	85	.....	.....	103	12
59	Hamilton Female College	Lexington, Ky	1870	1870	J. T. Patterson	Christian	12	6	6	1	.....	120	2	.....	123	9
60	St. Catharine's Female Academy	Lexington, Ky	.....	1831	Sister of Charity	R. C	14	.....	14	.....	40	.....	.....	.....	86	.....
61	Millersburg Female College	Millersburg, Ky	1856	1852	Rev. Geo. T. Gould, A. M., D. D	M. E. So	18	5	13	3	60	127	12	.....	199	0
62	Mt. Sterling Female College	Mt. Sterling, Ky	1876	1869	Rev. J. T. Leonard, LL. D	Presb	6	3	3	1	60	102	4	.....	166	.....
63	Paducah Female College*	Paducah, Ky	1871	1877	E. H. Randle	Non-sect	4	1	3	1	16	49	0	0	65	2
64	Bourbon Female College	Paris, Ky	1871	1847	W. Stewart Jones	Non-sect	7	3	4	2	40	52	.....	.....	92	.....
65	Kentucky College	Pewee Valley, Ky	1874	1874	Rev. Erastus Rowley, D. D	Non-sect	8	2	6	2	30	25	2	.....	57	.....
66	Logan Female College	Russellville, Ky	1867	1867	A. B. Stark, LL. D	M. E. So	5	2	3	.....	26	70	.....	.....	96	1
67	Science Hill School	Shelbyville, Ky	.....	1825	Rev. W. T. Poynter, D. D	M. E. So	10	5	5	1	25	65	.....	.....	90	0
68	Stuart's Female College	Shelbyville, Ky	1849	1839	W. H. Stuart	So. Presb	6	2	4	.....	40	60	10	.....	110	.....
69	Stanford Female College	Stanford, Ky	1868	1868	Mrs. Sallie C. Trueheart, A. M	Non-sect	8	3	5	.....	.....	.....	1	.....	90	.....
70	Silliman Female Collegiate Institute.*	Clinton, La. (East Feliciana Parish).	1852	1852	Edwin H. Fay, A. M	Presb	6	1	5	2	52	35	2	2	91	22
71	Keachi Female College*	Keachi, La	1857	1858	Rev. J. H. Tucker	Baptist	5	1	4	1	25	40	.....	.....	65	.....
72	Mansfield Female College	Mansfield, La	1855	1855	Rev. J. Lane Borden	M. E. So	4	1	3	.....	15	45	.....	.....	60	.....
73	Minden Female College	Minden, La	1853	1853	George D. Alexander	Non-sect	4	1	3	1	40	35	.....	.....	75	.....
74	Sylvester-Larned Institute for Young Ladies.*	New Orleans, La. (402 and 404 Carondelet street).	.....	1868	Rev. B. M. Palmer, D. D., LL. D	Presb	.....	.....	.....	11	25	91	.....	11	127	.....
75	Maine Wesleyan Seminary and Female College.	Kent's Hill, Me	1821	1821	Rev. Henry P. Torsey, D. D., LL. D.	M. E	12	7	5	0	.....	30	286	3	319	5
76	Waterville Classical Institute	Waterville, Me	1842	1829	James H. Hanson, LL. D	Baptist	8	.....	.....	.....	.....	29	.....	.....	29	.....
77	Baltimore Academy of the Visitation.	Baltimore, Md	1838	1837	Sister Mary Paula Combs, superior.	R. C	25	.....	25	.....	25	135	.....	.....	160	.....
78	Baltimore Female College	Baltimore, Md. (Park Place).	1849	1848	Nathan Covington Brooks, LL. D.	Non-sect	10	4	6	.....	14	58	.....	.....	72	25
79	Burkittsville Female Seminary	Burkittsville, Md	1867	1866	Rev. M. L. Heisler, A. M	Luth	4	1	3	.....	.....	33	.....	.....	33	.....
80	Cambridge Female Seminary	Cambridge, Md	1858	1864	John F. Baugher, A. M	Non-sect	4	.....	4	.....	16	25	.....	.....	41	5
81	Lutherville Female Seminary	Lutherville, Md	1853	1853	Rev. J. H. Turner, A. M	Luth	10	4	6	.....	.....	.....	.....	.....	50	.....
82	Abbot Academy	Andover, Mass	1829	1829	Miss Philena McKeen	Non-sect	13	3	10	.....	.....	.....	.....	.....	93	6

* From Report of the Commissioner of Education for 1879.
a See Table IX.
b Includes students in music and art.
c Since deceased; succeeded by Prof. Nathaniel Butler, jr.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.					Number of scholarships.
							Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.			Total number in all departments.	
												In regular course.	In special or partial course.	Number of graduate students.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
83	Lasell Seminary for Young Women.*	Auburndale, Mass	1851	1851	Charles C. Bragdon, A. M	M. E	18	7	11	1	20	31	25	1	77	0
84	Gannett Institute	Boston, Mass. (69 Chester square).	.....	1852	Rev. George Gannett, A. M	Non-sect	18	6	12	.....	.....	.....	.....	.....	70	.....
85	Notre Dame Academy	Boston, Mass. (Highlands).	.....	.....	Sister Albania, superioress	R. C	7	.....	7	.....	.....	.....	.....	.....	40	.....
86	Bradford Academy	Bradford, Mass	1804	1803	Miss Annie E. Johnson	Non-sect	12	1	11	.....	22	61	53	2	138	a1
87	Smith College	Northampton, Mass	1870	1875	Rev. L. Clark Seelye, D. D	Non-sect	26	15	11	.....	.....	202	.....	12	214	.....
88	Wheaton Female Seminary	Norton, Mass	1837	1834	Rev. Mortimer Blake, D. D	Cong	10	1	9	.....	.....	.....	.....	.....	80	7
89	Maplewood Institute for Young Ladies.	Pittsfield, Mass	1848	1841	Rev. C. V. Spear, A. M	Cong	11	5	6	.....	.....	60	.....	.....	60	.....
90	Mount Holyoke Female Seminary	South Hadley, Mass	1836	1837	Miss Julia E. Ward	Non-sect	35	7	28	0	0	226	.....	.....	226	(b)
91	Wellesley College	Wellesley, Mass	.....	1875	Miss Ada L. Howard	Non-sect	40	3	37	0	0	243	123	6	372	13
92	Michigan Female Seminary*	Kalamazoo, Mich	1856	1866	Mrs. Esther E. Thompson	Non-sect	10	1	9	.....	.....	.....	.....	.....	44	.....
93	St. Mary's Hall*	Faribault, Minn	1866	1866	Rt. Rev. H. B. Whipple, D. D	P. E	10	1	9	.....	.....	.....	.....	.....	83	.....
94	Bennet Seminary	Minneapolis, Minn	1871	1870	Miss Esther E. Kenyon	.....	8	2	6	.....	25	47	5	.....	77	.....
95	Blue Mountain Female College	Blue Mountain, Miss	1877	1873	Rev. M. P. Lowrey, D. D	Non-sect	9	2	7	1	50	83	.....	.....	133	.....
96	Whitworth College and Normal School.	Brookhaven, Miss	1860	1859	Rev. H. F. Johnson, D. D	Meth	14	4	10	1	84	196	.....	3	283	.....
97	Central Female Institute	Clinton, Miss	1853	1853	Rev. Walter Hillman, LL. D	Baptist	7	3	4	3	56	44	3	1	104	.....
98	Columbus Female Institute*	Columbus, Miss	1847	1847	Miss Lorraine S. Street	Non-sect	6	1	5	.....	30	50	.....	.....	80	8
99	Franklin Female College*	Holly Springs, Miss	1849	1849	Mrs. M. B. Clark	Meth	.....	.....	.....	.....	.....	.....	.....	.....	70	.....
100	Meridian Female College	Meridian, Miss	1866	1865	M. T. Martin	Baptist	5	1	4	.....	.....	80	.....	.....	80	.....
101	Union Female College	Oxford, Miss	1854	1855	Rev. J. S. Howard, A. M	Cumb. P	5	1	4	1	40	65	5	.....	110	.....
102	Chickasaw Female College	Pontotoc, Miss	1852	1852	William V. Frierson	Presb	7	1	6	1	93	33	3	1	130	0
103	Lea Female College	Summit, Miss	1877	1877	Rev. Charles H. Otken, A. M	Baptist	6	1	5	1	25	39	.....	.....	64	.....
104	Christian Female College	Columbia, Mo	1850	1850	George S. Bryant, A. M	Christ'n	8	1	7	1	50	95	.....	.....	145	.....

104	Christian Female College	Columbia, Mo	1850	1850	George S. Bryant, A. M	Christ'n	8	1	7	1	50	95			145	

105	Stephens Female College	Columbia, Mo	1857	1856	R. P. Rider	Baptist	8	2	6	2					169	
106	Howard College*	Fayette, Mo	1856	1858	Rev. J. H. Pritchett, A. M	Meth	9	4	5	2	42	88	10	2	142	
107	Fulton Synodic Female College	Fulton, Mo	1870	1872	Rev. B. H. Charles	Presb	12	4	8		40	98	1	1	140	0
108	Independence Female College	Independence, Mo	1871	1871	P. F. Witherspoon, A. M	Presb	7	1	6		21	49	7	2	79	0
109	St. Louis Seminary	Jennings, Mo. (near St. Louis).	1872	1871	B. T. Blewett, LL. D	Non-sect	4	1	3	1	14	18			32	0
110	St. Teresa's Academy*	Kansas City, Mo	1868	1866	Sister Herman Joseph	R. C	10		10		40	71		2	113	
111	Baptist Female College	Lexington, Mo	1855	1855	John F. Lanneau, A. M	Baptist	12	2	10	1	36	78	13	6	133	
112	Central Female College	Lexington, Mo	1869	1870	Rev. Wesley G. Miller, M. D	M. E. So	10	2	8	1	32	57	3	1	93	1
113	The Elizabeth Aull Female Seminary.	Lexington, Mo	1859	1860	Rev. J. A. Quarles, A. M	Presb	15	3	12	2	71	57	10	0	138	0
114	Hardin Female College	Mexico, Mo		1873		Baptist										
115	Lindenwood College for Young Ladies.	St. Charles, Mo	1853	1830	Rev. Robert Irwin, D. D	Presb	9	2	7	2	29	46			75	
116	St. Joseph Female College	St. Joseph, Mo	1877	1876	Rev. E. S. Dulin, D. D., LL. D	Baptist	12	2	10	1	41	68	22	0	131	0
117	Academy of the Visitation	St. Louis, Mo	1832	1833	Sisters of the Visitation	R. C	25		25					2	100	
118	Mary Institute (Washington University).	St. Louis, Mo	1853	1859	C. S. Pennell, A. M	Non-sect	22	1	21		213	174			387	
119	Ursuline Academy	St. Louis, Mo		1849	Mother Joanna, superioress	R. C	18	1	17	8	60	40			100	
120	Bishop Whitaker's School for Girls.	Reno, Nev		1876	Rt. Rev. O. W. Whitaker, D. D	P. E	6	2	4		15	30	5	0	50	
121	Adams Academy	East Derry, N. H	1823	1828	Miss E. F. Billings		1		1						9	
122	Robinson Female Seminary	Exeter, N. H	1807	1809	Annie M. Kilham	Non-sect	9	1	8	3	119	52	10	13	194	
123	New Hampshire Conference Seminary and Female College.	Tilton, N. H	1852	1845	Rev. Silas E. Quimby, A. M	M. E	10	6	4		45	42		1	88	0
124	Tilden Ladies' Seminary	West Lebanon, N. H	1869	1855	Hiram Orcutt, A. M	Non-sect	9	1	8			68			68	3
125	Bordentown Female College	Bordentown, N. J	1853	1851	Rev. William C. Bowen, A. M	Non-sect	9	2	7	8	22	45	7	9	83	0
126	Pennington Seminary and Female Collegiate Institute.	Pennington, N. J	1839	1840	Rev. Thomas Hanlon, M. A., D. D.	M. E	15	8	7			179	33	4	216	
127	Academy of the Sacred Heart	Near Albany, N. Y. (Kenwood).	1861		Sarah Jones	R. C	25	1	24					5	112	
128	St. Agnes School	Albany, N. Y		1871	Rt. Rev. Wm. C. Doane, S. T. D	P. E	24	6	18						212	
129	Brooklyn Heights Seminary	Brooklyn, N. Y. (138 Montague Place).	0	1851	Charles E. West, M. D., LL. D	Non-sect	24	8	16	8	131	83	12	0	226	0
130	Packer Collegiate Institute	Brooklyn, N. Y	1845	1846	Alonzo Crittenden, A. M., PH. D	Non-sect	31	3	28	2	50	73	c479	2	604	48
131	Buffalo Female Academy	Buffalo, N. Y	1851	1851	Rev. Albert T. Chester, D. D	Non sect	12	4	8	3	92	47	11		150	15
132	Holy Angels' Academy*	Buffalo, N. Y	1864	1861	Sister Mary Angela	R. C	8		8						125	
133	Granger Place School	Canandaigua, N. Y	0	1876	Caroline A. Comstock	Non-sect	10	3	7						100	
134	Claverack College and Hudson River Institute.	Claverack, N. Y	1869	1779	Rev. Alonzo Flack, PH. D	Non-sect	(d)				48	55	10	3	116	0
135	St. Joseph's Academy	Lockport, N. Y	1866	1866	Sister Emilie	R. C	6		6	7	427	71	0	0	498	
136	Academy of the Sacred Heart*	Manhattanville, N. Y			Madame Dunne, superior	R. C									300	
137	Academy of Mt. St. Vincent-on-the-Hudson.a	New York, N. Y	1865	1847	Mother M. Jerome Ely	R. C	33	6	27						294	
138	Academy of the Sacred Heart*	New York, N. Y. (49 West 17th street).			Madame Irene Robinson, superior.	R. C									135	
139	English, French, and German Boarding and Day School.	New York, N. Y. (13 East 31st street).		1869	Mrs. Frederick Jonson and Miss Agnes L. Jones.	Non-sect	17	8	9						100	
140	D'Youville Academy	Plattsburgh, N. Y	1869	1860	Sister M. H. Lefebvre	R. C	7		7	6	50	63	3	7	123	

* From Report of the Commissioner of Education for 1879.
a Also one partially endowed.
b Education fund of $25,000.
c These are in academic department.
d See Table VII.
e These statistics are for 1879.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.					Number of scholarships.
							Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.			Total number in all departments.	
												In regular course.	In special or partial course.	Number of graduate students.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
141	Cook's Collegiate Institute	Poughkeepsie, N. Y	.....	1848	George W. Cook, PH. D	Non-sect	13	3	10	....	.....	.....	.....	8	140	....
142	Howland School	Union Springs, N. Y	..	1863	Susannah R. Howland	Friends	6	1	5	3	19	4	19	0	42	0
143	Asheville Female College*	Asheville, N. C	....	1854	Rev. James Atkins, jr	M. E. So	7	3	4	....	69	44	1	.....	118	....
144	Greensboro' Female College*	Greensboro', N. C	1839	1846	Rev. Turner M. Jones, D. D	Meth	9	3	6	1	15	69	4	.....	88	....
145	Davenport Female College	Lenoir, N. C	.....	1856	Hon. J. C. Harper, president of board of trustees.	Meth	.....	.....	.....	2	30	....	.....	.....	30	....
146	Louisburg Female College*	Louisburg, N. C	.....	1854	1855	William C. Doub, A. M	M. E. So	5	1	4	.....	.....	46	.....	.....	46	....
147	Chowan Baptist Female Institute*	Murfreesboro', N. C	....	1849	1848	Rev. A. McDowell, D. D	Baptist	8	2	6	.....	9	55	4	.....	68	a12
148	Oxford Female Seminary	Oxford, N. C	....	....	1880	F. P. Hobgood	....	....	....	....	.....	.....	.....	.....	.....	....
149	Peace Institute*	Raleigh, N. C	.....	1857	1872	Rev. R. Burwell and John B. Burwell.	Presb	8	2	6	....	.....	.....	.....	.....	125	....
150	St. Mary's School	Raleigh, N. C	0	1842	Rev. Bennett Smedes, A. M	P. E	15	3	12	2	13	108	14	.....	135	....
151	Thomasville Female College	Thomasville, N. C	1855	1849	H. W. Reinhart	Non-sect	8	2	6	1	41	60	....	.....	101	....
152	Bartholomew English and Classical School.	Cincinnati, Ohio (N. W. cor. John & 4th sts.).	.....	1875	George K. Bartholomew, A. M	P. E	16	4	12	3	48	56	20	.....	124	....
153	Cincinnati Wesleyan College*	Cincinnati, Ohio	.....	1842	1842	Rev. D. H. Moore, D. D	Meth	19	4	15	3	40	58	20	.....	b200	....
154	Cleveland Seminary for Girls*	Cleveland, Ohio	.....	1853	1854	S. N. Sanford, A. M	P. E	9	3	6	....	.....	.....	.....	.....	.....	....
155	Cooper Academy	Dayton, Ohio	.....	1842	1843	James A. Robert, A. M	Non-sect	11	4	7	5	62	30	.....	1	c131	0
156	Glendale Female College	Glendale, Ohio	.....	1854	1854	Rev. Ludlow D. Potter, D. D	Presb	11	3	8	.....	6	66	9	2	83	0
157	Granville Female College	Granville, Ohio	.....	1833	1833	W. P. Kerr, A. M	Presb	8	2	6	....	.....	.....	.....	.....	110	2
158	Young Ladies' Institute	Granville, Ohio	.....	.....	1832	Rev. D. Shepardson, D. D	Baptist	9	1	8	2	20	48	30	.....	98	0
159	Highland Institute*	Hillsborough, Ohio	.....	1860	1857	Miss E. L. Grand-Girard	Presb	8	....	8	1	20	40	4	0	64	0
160	Hillsborough Female College	Hillsborough, Ohio	..	1854	1857	Rev. J. F. Loyd, A. M	M. E	7	2	5	1	24	14	18	.....	56	....
161	Oxford Female College	Oxford, Ohio	....	1854	1854	Rev. Robert D. Morris, D. D	Presb	9	4	5	.....	1	39	28	2	70	....
162	Western Female Seminary	Oxford, Ohio	....	1853	1855	Miss Helen Peabody	Presb	14	....	14	.....	.....	111	20	.....	131	....
163	Lake Erie Female Seminary	Painesville, Ohio	.....	1856	1859	Miss Mary Evans	Non-sect	20	7	13	.....	.....	66	40	1	107	0
164	Rose Ridge Seminary*	Portsmouth, Ohio	.....	.....	1867	Rev. J. N. Lee, D. D	....	5	....	....	....	....	....	....	....	24	....

165	St. Helen's Hall	Portland, Oreg	.....	1869	Rt. Rev. B. Wistar Morris	P. E	12	1	11	.....	3b	.....	.....	.....	160	2
166	Allentown Female College	Allentown, Pa	1867	1867	Rev. W. R. Hofford, A. M	Ref. Ch	5	1	4	.....	25	40	.....	.....	65	....
167	Moravian Seminary for Young Ladies.	Bethlehem, Pa	1863	1749	Rev. Francis Wolle	Mor	16	4	12	4	15	.....	.....	0	110	0
168	Blairsville Ladies' Seminary	Blairsville, Pa	.....	1851	Rev. T. R. Ewing	Presb	10	2	8	.....	.....	.....	.....	.....	104	....
169	Wilson College	Chambersburg, Pa	1869	1870	Rev. T. H. Robinson, D. D., president pro tempore.	Presb	8	1	7	.....	27	12	2	.....	41	....
170	Mrs. Goodwin Watson's English, French, and German Young Ladies' School.	Chelton Hills, Pa	.....	.....	Mrs. Goodwin Watson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
171	Pennsylvania Female College	Collegeville, Pa	1853	1851	J. Warrenne Sunderland, LL. D.	Non-sect	7	2	5	.....	56	32	.....	0	88	....
172	French Protestant School	Germantown, Pa. (Philadelphia, West Walnut lane).	.....	1857	Miss Eleonore Clement	P. E	12	5	7	.....	.....	.....	.....	.....	50	....
173	Miss Mary E. Stevens's Boarding and Day School for Young Ladies.*	Germantown, Pa. (W. Chelton ave., near Wayne street).	.....	1868	Miss Mary E. Stevens	P. E	11	6	5	.....	48	.....	.....	3	80	....
174	University Female Institute*	Lewisburg, Pa	1846	1852	Jonathan Jones, A. M	Baptist	9	2	7	.....	18	31	16	.....	65	....
175	Irving Female College	Mechanicsburg, Pa	1857	1856	Rev. T. P. Ege, A. M	Meth	6	2	4	.....	.....	45	.....	.....	45	....
176	Brooke Hall Female Seminary	Media, Pa	0	1856	Maria L. Eastman	P. E	12	2	10	.....	.....	47	.....	.....	47	....
177	Chestnut Street Seminary	Philadelphia, Pa. (1615 Chestnut street).	....	1850	Misses Mary L. Bonney and Harriette A. Dillaye.	Non-sect	14	6	8	.....	.....	.....	.....	.....	80	....
178	Pittsburgh Female College	Pittsburgh, Pa	1854	1854	Rev. I. C. Pershing, D. D	M. E	23	11	12	.....	73	38	d220	4	335	....
179	Washington Female Seminary	Washington, Pa	1836	1836	Miss N. Sherrard	Non-sect	9	1	8	1	6	120	.....	.....	126	....
180	Greenville Female College	Greenville, S. C	1853	1854	Alexander S. Townes	Baptist	9	3	6	3	60	89	2	2	153	....
181	Walhalla Female College	Walhalla, S. C	.....	1877	Rev. J. P. Smeltzer, D. D	Lutheran	7	1	6	.....	83	41	.....	.....	124	....
182	Williamston Female College	Williamston, S. C	1875	1872	Rev. S. Lander, A. M., D. D	Non-sect	10	3	7	1	20	126	.....	.....	146	....
183	Athens Female Seminary	Athens, Tenn	1869	1866	Mrs. Mary W. Sullins	M. E. So	2	1	1	.....	.....	.....	.....	.....	42	....
184	St. James Hall	Bolivar, Tenn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
185	Bristol Female College	Bristol, Tenn	1872	1868	D. C. Wester, A. M	Baptist	4	1	3	1	72	56	.....	.....	128	....
186	Wesleyan Female College	Brownsville, Tenn	1870	1867	Rev. John Williams	Meth	3	1	2	.....	20	34	0	0	54	....
187	Bellevue Female College c	Collierville, Tenn	1872	1872	Rev. James A. Heard, D. D	Non-sect	4	1	3	2	45	40	.....	.....	85	....
188	Tennessee Female College*	Franklin, Tenn	1856	1856	William J. Vaughan	Meth	9	1	8	.....	.....	123	.....	.....	f133	....
189	Memphis Conference Female Institute.	Jackson, Tenn	1844	1844	Rev. A. W. Jones, A. M., D. D.	M. E. So	10	....	10	2	61	107	18	4	190	0
190	Cumberland Female College	McMinnville, Tenn	1850	1850	N. J. Finney, A. M	Cumb. P	5	2	3	.....	.....	42	.....	.....	125	....
191	Murfreesboro' Female Institute	Murfreesboro', Tenn	185–	185–	James E. Scobey, A. M	Non-sect	10	2	8	7	30	112	0	3	145	0
192	Soule Female College	Murfreesboro', Tenn	1850	1851	Rev. John R. Thompson, A. M	M. E. So	7	1	6	1	12	54	2	0	68	0
193	St. Cecilia's Academy	Nashville, Tenn	1862	1860	Mother Ann Hanlon	R. C	15	....	15	3	15	47	6	.....	68	0
194	W. E. Ward's Seminary for Young Ladies.	Nashville, Tenn	1869	1865	Rev. W. E. Ward, D. D	Non-sect	17	3	14	1	30	179	36	0	245	0
195	Martin College*	Pulaski, Tenn	1872	1873	W. K. Jones	Meth	6	1	5	1	35	105	.....	.....	140	....
196	Rogersville Female College*	Rogersville, Tenn	1849	1849	Rev. A. W. Wilson, A. M	Presb	4	1	3	1	30	40	10	4	84	0
197	Mary Sharp College	Winchester, Tenn	1850	1851	Z. C. Graves, LL. D	Baptist	11	5	6	2	33	72	0	0	105	0
198	Bryan Female Institute	Bryan, Tex	0	1873	W. H. Colman	Non-sect	4	1	3	3	25	35	3	0	63	0

* From Report of the Commissioner of Education for 1879.
a Partially endowed.
b Includes other students not separately specified.
c This school also admits young men and boys, who numbered 38 for the year ending June, 1880.
d In music, painting, and other departments not otherwise reported.
e These statistics are for 1879.
f Includes pupils in music and art.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instruction in preparatory department.	Students.					Number of scholarships.
							Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.			Total number in all departments.	
												In regular course.	In special or partial course.	Number of graduate students.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
199	Chappell Hill Female College*	Chappell Hill, Tex	1853	1853	Rev. E. D. Pitts, D. D	M. E. So	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
200	Ursuline Academy	Galveston, Tex	.....	.....	Madame St. Agnes, superioress	R. C	.....	.....	.....	.....	.....	.....	.....	.....	100	.....
201	Young Ladies' School, Southwestern University.	Georgetown, Tex	1875	1840	Rev. Francis Asbury Mood, D. D., regent.	M. E. So	7	7	.....	.....	22	19	.....	.....	59	.....
202	Andrew Female College	Huntsville, Tex	1852	1853	Lyman Harding, jr	M. E. So	4	1	3	.....	65	24	.....	.....	89	.....
203	Baylor Female College	Independence, Tex	1846	1846	Rev. John Hill Luther, D. D	Baptist	10	4	6	.....	.....	120	.....	.....	140	.....
204	Lamar Female College*	Paris, Tex	1866	1866	J. D. Anderson	.....	4	1	3	.....	10	65	.....	.....	75	.....
205	Nazareth Convent	Victoria, Tex	1880	1866	Sister Mary St. Claire	R. C	18	.....	18	8	60	100	.....	.....	160	70
206	Waco Female College*	Waco, Tex	1854	1854	Rev. Samuel P. Wright, A. M	M. E. So	6	1	5	1	25	64	0	0	89	0
207	Vermont Methodist Seminary and Female College.*	Montpelier, Vt	1834	1834	Rev. Julius B. Southworth	M. E	10	5	5	.....	94	91	.....	4	189	0
208	Martha Washington College	Abingdon, Va	1858	1858	Rev. E. E. Hoss, M. A	Meth	9	3	6	.....	20	90	.....	2	112	.....
209	Hollins Institute	Botetourt Springs, Va	1843	1842	Charles L. Cocke, M. A., superintendent.	Baptist	14	5	9	1	8	100	.....	.....	108	.....
210	Albemarle Female Institute*	Charlottesville, Va	1876	1855	Richard H. Rawlings, A. M., and W. P. Dickinson.	Baptist	8	4	4	1	12	70	3	1	86	.....
211	Roanoke Female College	Danville, Va	1859	1859	S. W. and J. T. Averett	Baptist	6	3	3	1	17	72	1	1	91	0
212	Farmville College	Farmville, Va	1875	1873	Rev. Paul Whitehead	M. E. So	6	3	3	1	14	65	.....	.....	79	.....
213	Edge Hill School	Keswick Depot, Va	.....	1866	The Misses Randolph	Non-sect	8	.....	8	.....	.....	45	.....	.....	45	.....
214	Marion Female College*	Marion, Va	1874	1873	Rev. J. J. Scherer, A. M	Ev. Luth	9	3	6	.....	55	39	.....	.....	94	0
215	Norfolk College for Young Ladies	Norfolk, Va	1880	1880	Rev. R. M. Saunders	Non sect	10	5	5	.....	88	106	.....	.....	194	.....
216	Southern Female College	Petersburg, Va	1863	1862	W. T. Davis, A. M	Non-sect	7	1	6	.....	.....	70	.....	.....	70	.....
217	Richmond Female Institute	Richmond, Va	1853	1853	Miss S. B. Hamner	Non-sect	9	2	7	2	25	80	10	.....	115	0
218	Staunton Female Seminary	Staunton, Va	1870	1870	Rev. J. I. Miller, A. M	Lutheran	10	5	5	.....	.....	.....	.....	8	77	.....
219	Wesleyan Female Institute	Staunton, Va	1849	1850	Rev. William A. Harris, D. D	M. E. So	13	5	8	.....	.....	.....	.....	.....	124	.....
220	Episcopal Female Institute*	Winchester, Va	1874	1874	Rev. J. C. Wheat, D. D	P. E	5	2	3	2	17	43	0	.....	60	4
221	Broaddus Female College	Clarksburg, W. Va	1877	1871	Rev. Edward J. Willis, L. H	Baptist	9	2	7	2	34	35	2	.....	71	.....

221	Broaddus Female College	Clarksburg, W. Va	1877	1871	Rev. Edward J. Willis, L. B.	Baptist	9	2	7	2	34	35	2	.....	71	....
222	Parkersburg Female Seminary	Parkersburg, W. Va	0	1865	Mrs. H. L. Field	.....	3	...	3	.....	*20	*48	*9	*4	*81	....
223	Wheeling Female College	Wheeling, W. Va	1851	1848	Miss A. Taylor, A. M	Non-sect	10	4	6	.....	.....	125	.....	.....	125	....
224	Wisconsin Female College	Fox Lake, Wis	1855	1856	Rev. A. O. Wright	Cong	4	1	3	.....	.....	.....	.....	.....	101	....
225	Kemper Hall	Kenosha, Wis	.....	1872	Rev. L. C. Lance, A. M	P. E	7	...	...	.....	9	24	3	.....	36	....
226	Milwaukee College*	Milwaukee, Wis	1851	1851	Charles S. Farrar, A. M	Non-sect	16	4	12	.....	145	50	25	1	221	0
227	St. Clara Academy	Sinsinawa Mound, Wis	1852	1852	M. Emilie	R. C	8	..	8	.....	.....	57	20	.....	77	....

*From Report of the Commissioner of Education for 1879.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.			Receipts for the last year from tuition fees.	Date of next commencement.
					Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.		
	1	17	18	19	20	21	22	23	24	25	26	27	28	29
1	Union Female College	×	4	38	1,600	30	a$150	$35	$50–70	$20,000	.....	.....	$5,000	June 15.
2	Florence Synodical Female College	×	4	40	1,000	0	150	40	50	20,000	.....	.....	.....	June 24.
3	Huntsville Female College*	×	.....	40	550	0	210	20–30	50–60	40,000	$0	$0	.....	June 5.
4	Huntsville Female Seminary (Rotherwood Home)	.....	.....	40	300	.....	200	40	50	.....	.....	.....	.....	June 7.
5	Judson Female Institute	×	5	40	3,000	.....	157	30–50	60	50,000	.....	.....	.....	June 16.
6	Marion Female Seminary	×	5	36	200	.....	145	30	50	8,000	.....	.....	3,000	June 23.
7	Synodical Female Institute	×	.....	.....	500	.....	100	35	.....	10,000	.....	.....	.....	June 19.
8	Alabama Central Female College	×	4	40	..	.....	135	22–36	50–60	200,000	.....	.....	.....	June 25.
9	Tuscaloosa Female College*	×	4	37	.....	.....	150	25–40	50, 60	.....	.....	.....	.....	June 23.
10	Alabama Conference Female College	×	4	40	500	.....	150	20–40	50	60,000	0	0	4,000	June 22.
11	Young Ladies' Seminary	0	4	40	2,000	200	b320	.....	.....	22,000	0	0	b16,500	May 26.
12	College of Notre Dame	×	.....	44	3,057	150	285	.....	.....	.....	.....	.....	.....	June.
13	Hartford Female Seminary	0	4	38	500	.....	450	40–60	60–120	40,000	.....	.....	4,500	June 15.
14	Congrégation de Notre Dame*	.....	.....	.....	1,600	.....	.....	.....	.....	28,000	.....	.....	.....	.....
15	Wesleyan Female College	×	4	39	1,500	0	160	42	54	24,000	0	0	3,000	June 17.
16	Lucy Cobb Institute	×	.....	40	978	10	150	20	60	15,000	.....	.....	6,000	June 15.
17	Columbus Female College	0	5	40	1,000	.....	235	50	70	40,000	.....	.....	10,000	June 15.
18	Andrew Female College*	.....	.....	40	.....	.....	.....	.....	50	10,000	.....	.....	.....	.....
19	Dalton Female College	×	6	40	200	100	135	20–30	40	8,000	0	0	2,500	June 15.
20	Monroe Female College	×	.....	40	.....	.....	140	30	50	.....	.....	.....	1,500	.....
21	Georgia Baptist Seminary for Young Ladies	×	4	40	250	25	100	25–30	42	5,600	0	0	1,800	June 30.
22	Griffin Female College*	×	4	40	1,450	20	120	30	50	10,000	0	0	3,700	June 23.
23	La Grange Female College*	×	4	40	300	.....	125	40	50	50,000	0	0	.....	June 13–16
24	Southern Female College	×	4	38	0	0	c267	40	50	25,000	0	0	4,300	June 22.
25	Wesleyan Female College	×	5	42	400	.....	180	36	50–70	100,000	25,000	1,500	6,500	June 15
26	Georgia Female College	×	4	40	.....	.....	170	30, 40	50	12,000	.....	.....	.....	July 5

27	Marietta Female College	×	4	40			100	10–30	40–50	(d)			1,038	June.
28	College Temple	×	4	40	2,000		150	25–40	50	50,000				June 30.
29	Houston Female College									3,000				
30	Rome Female College	×	4	40	1,400		160	20–40	50	15,000	0	0	4,000	June 9.
31	Shorter College	×	5	40			155	40	60	125,000				June.
32	Young Female College	×	4	40			125	30	50	25,000			3,000	June 20.
33	Seminary of the Sacred Heart													
34	Woman's College of the Northwestern University	×	4	38	20,000		180–237	18–27	45–21	100,000			3,804	June.
35	Knox Seminary		4	40	(e)		165	25	45	f35,000	(e)	(e)	1,336	June 23.
36	Almira College		4	40	500		125	35	45	35,500			b4,552	June 15.
37	Highland College for Women	×	4	40	*1,200		240	40	60	*80,000				June 15.
38	Jacksonville Female Academy	×	4	40	500	30	210	40	40	30,000			5,000	June 1.
39	St. Mary's School	×	4	40			b324			75,000				June 15.
40	Ferry Hall, Lake Forest University	×	4	38	*600		b300			*75,000				June.
41	Chicago Female College	0	3, 4	39	250	45	200	40	50	39,000	0	0	b10,800	June 2.
42	St. Angela's Academy*	×												
43	Mt. Carroll Seminary	×	4	37	2,000		b230			100,000				June 9.
44	Rockford Seminary	×	4	38	2,600	100	170	28	36	125,600	g12,000	g960	7,753	June 22.
45	Moravian Seminary for Young Ladies*		4	40	500		150	30	30	25,000			b6,370	
46	De Pauw College for Young Women	×	4	40	1,500		160	32	40	30,000		1,000	1,300	June 23.
47	Immaculate Conception Academy	×		43	1,400	100	160	20	30					June 30.
48	Callanan College		4	40			150	20	40	40,000			2,000	June 15.
49	St. Agatha's Seminary	×		42	571	21	50	10½–21	24					Sept. 5.
50	College of the Sisters of Bethany	×	3	38	1,000	50	250–350	24–33		130,000	0	0	*b10,000	June 8.
51	Bowling Green Female College	×		38			80	20–40	50	15,000	0		3,700	June 1.
52	Clinton College	×	4	40	1,000	200	160	30	40	10,000	0		2,000	June.
53	Tarrant College*	0	4	40	2,000		150	40	50					June 15.
54	Franklin Female College*	×	4	44	100	0	130	25	40	20,500	0	0	5,300	June 17.
55	Georgetown Female Seminary	0	5	40	300	80	160	30	40, 60	25,000	0	0		June 8.
56	Liberty Female College	×	4	40	840	18	120	40	50	20,000			3,840	June 17.
57	Daughters College		4, 5	40	3,500	50	b250	50	50	40,000			b15,000	June.
58	Bethel Female College	×	4	40	300		150	40	50	30,000			4,500	June 17.
59	Hamilton Female College	×	4	40			300	30	60	100,000	0	0	4,500	June 2.
60	St. Catharine's Female Academy			40	500	36	300	30	40	100,000				
61	Millersburg Female College	×	4	40	1,500	80	150	30	50	12,000	0	0	3,900	June 15.
62	Mt. Sterling Female College	×	4	40			225	30	20, 25	12,500			5,250	June 14.
63	Paducah Female College*	×	4	40	550	5	140	16	36	A30,000			2,756	June 11.
64	Bourbon Female College	×	4	40	500		140	15	50	6,000				June 14.
65	Kentucky College	×	4	40	400		200	40	60	25,000			3,000	June 10.
66	Logan Female College	×		40	1,500		160	30	50	25,000				June 8.
67	Science Hill School	×	4	40	2,000	500	260	30–45	60	20,000			8,000	June 2.
68	Stuart's Female College	×	4	40	300		160	32	42, 50	10,000			3,000	June 8.
69	Stanford Female College	×		40	700	200	160	40	50	15,000				June 10.
70	Silliman Female Collegiate Institute*	×	4	40	300	0	150	20	30	25,000	20,000	1,600		June 24.
71	Keachi Female College*	×	4	40	800		120	30	50	18,000			3,400	June 11.
72	Mansfield Female College	×	4	39	400		110	30	40	37,000			1,800	June 27.
73	Minden Female College	×	4	40	150	0	200	40	50	20,000	0	0		June 16.

* From Report of the Commissioner of Education for 1879.
a Includes incidentals.
b Board and tuition.
c Includes tuition in music.
d Building destroyed by fire in 1879, but organization was kept up in residence of the president.
e See report of Knox College (Table IX).
f Grounds and buildings.
g Exclusive of scholarship fund.
h Value of grounds and buildings.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.			Receipts for the last year from tuition fees.	Date of next commencement.
					Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.		
	1	17	18	19	20	21	22	23	24	25	26	27	28	29
74	Sylvester-Larned Institute for Young Ladies*	0	4	38	100	20	$250	$45–54	$63–72	$20,000	$0	$0	$8,000	December.
75	Maine Wesleyan Seminary and Female College	×	4	39	3,121	46	105	21	21	93,000	47,000	1,700	5,100	June 9.
76	Waterville Classical Institute	×	4	40	(a)	.....	120	(20–24)		(a)	(a)	(a)	(a)	
77	Baltimore Academy of the Visitation	....	.....	...	3,100	.....	.....	.....	.....	.....	.....	.....	.....	June.
78	Baltimore Female College	×	4	40	3,920	20	200	32–50	60	60,700	.....	.....	3,200	June 9.
79	Burkittsville Female Seminary	....	4	40	0	.....	b190	14	30	*6,000	.....	.....	.....	
80	Cambridge Female Seminary	×	6	40	500	.....	200	32	48	10,000	.....	.....	.....	June.
81	Lutherville Female Seminary	....	4	40	*500	.....	c200	30	50	.....	.....	.....	.....	June.
82	Abbot Academy	....	4	39	2,170	.....	300	.....	72	*40,000	.....	.....	.....	June 29.
83	Lasell Seminary for Young Women*	0	4	36	600	.....	260	60	90	75,000	0	0	6,000	June 17.
84	Gannett Institute	....	4	35	3,000	100	300	50–125	200	*80,000	.....	.....	*12,000	
85	Notre Dame Academy	....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	
86	Bradford Academy	0	4	38	2,500	.....	250	60	60	180,000	.....	.....	7,680	June 22.
87	Smith College	×	4	36	*2,000	.....	250	.....	100	300,000	343,000	*30,000	.....	June 22.
88	Wheaton Female Seminary	0	4	38	3,875	200	210	45	45	75,000	0	0	4,324	June 22.
89	Maplewood Institute for Young Ladies	0	4	38	1,100	100	240	24	30	50,000	0	0	.....	June 28.
90	Mount Holyoke Female Seminary	0	4	38	10,400	220	c175	.....	.....	265,500	63,486	4,350	c37,944	June 23.
91	Wellesley College	×	4	38	22,000	2,500	250	.....	60	.....	.....	.....	.....	
92	Michigan Female Seminary*	....	.....	38	640	.....	c175	.....	.....	50,000	.....	.....	c7,490	
93	St. Mary's Hall*	....	4	36	800	.....	c300	.....	.....	30,000	.....	.....	.....	June 15.
94	Bennet Seminary	×	4	39	50	10	200	30	50	12,000	.....	.....	2,400	June.
95	Blue Mountain Female College	×	6	40	203	43	120	30	40	14,000	.....	.....	3,000	June 16.
96	Whitworth College and Normal School	×	4	39	500	100	c170–300	(25–50)		*75,000	0	0	*14,000	June.
97	Central Female Institute	×	4	40	1,500	100	150	40	50	20,000	.....	.....	6,000	June 30.
98	Columbus Female Institute*	×	.....	40	300	.....	.....	.....	.....	50,000	.....	.....	.....	June 28.
99	Franklin Female College*	×	.....	40	200	.....	180	16	20–25	.....	.....	.....	.....	June 12.

89	Columbian Female College	×		40			200		150	15	25–25				
90	Franklin Female College*	×		40			200		150	15	25–25				
100	Meridian Female College	×	4	40			200	25–35	45	*7,000			*5,000	June 16.	
101	Union Female College	×	4	40	300	20	125	30	40, 50	30,000			3,497	June 15.	
102	Chickasaw Female College	×	4	38	2,000	0	114	21–30½	40	25,000	0		3,000	June 8.	
103	Lea Female College	×	5	40	300	15	125	25	50	10,000			4,000	June 18.	
104	Christian Female College	×	4	40	2,000		160	20	20						
105	Stephens Female College	×	5	39	200	10	165	20	20	35,000	12,000	1,000		June 1.	
106	Howard College*	×	4	40	300	300	150	30	50	40,000	20,000		15,000	June 20–23.	
107	Fulton Synodical Female College	×	4	40	500	20	150	25, 35	50	25,000	0	0	4,500	June 3.	
108	Independence Female College	×	4	40			160	20–30	40–50	20,000	0	0		June 15.	
109	St. Louis Seminary	×	4	36	2,000		200	40	50	25,000	0	0	2,500	May 11.	
110	St. Teresa's Academy*	×	7	42	400		200	20	30	20,000			5,000		
111	Baptist Female College	×	6	40	350		180	20–40	50	25,000				June 7.	
112	Central Female College	×	3	40	400	400	142	20–40	50	12,000			9,000	June.	
113	The Elizabeth Aull Female Seminary	×		40	1,420	120	160	20–40	50	17,000	0	0	5,000	June 9.	
114	Hardin Female College									68,000	40,000		d12,000	June.	
115	Lindenwood College for Young Ladies	×	4	40	2,000	50	200	30	48–56	40,000				June 8.	
116	St. Joseph Female College	×	4	40	600	0	180	20–40	50	50,000	0	0	12,333	June 2.	
117	Academy of the Visitation	×		40			300			200,000				June.	
118	Mary Institute (Washington University)		5	40				(70–160)		110,000				June 16.	
119	Ursuline Academy		6	40	700		150							June.	
120	Bishop Whitaker's School for Girls	0	4	40	300	15	260	40	60	30,000	0	0		June 22.	
121	Adams Academy	×			200			4					40		
122	Robinson Female Seminary		4	37				30	30	50,000	85,000	5,200		June 15.	
123	New Hampshire Conference Seminary and Female College.	×	5	39	600		140	22½	36	e25,000	e13,000	e780	e1,350	June 15.	
124	Tilden Ladies' Seminary	×	4	38	1,400	0	195		30	50,000	2,000	120	d10,500	June.	
125	Bordentown Female College	×	3, 4	40	650	50	(240)		e280	30,000				June 16.	
126	Pennington Seminary and Female Collegiate Institute.	×	5	40	2,000	100	200	40	40	80,000	0	0	6,000	June.	
127	Academy of the Sacred Heart		6	42	2,000		200			300,000				June 22.	
128	St. Agnes School	×		40	2,000				e350	*100,000				June 9.	
129	Brooklyn Heights Seminary	0	4	40	10,500	200	450	100, 120	150	75,000	0	0	25,000	June 10.	
130	Packer Collegiate Institute	0		40	4,592	118	e475	12	15–25	200,000	42,568	2,254	42,723	June 15.	
131	Buffalo Female Academy	×	6	40	1,235	3	280	32, 48, 64	80, 96	81,259	400	20	8,002	June 9.	
132	Holy Angels' Academy*														
133	Granger Place School									*40,000					
134	Claverack College and Hudson River Institute	×	4	39	(a)	162	100–300	50	50	(a)	0	0	5,000	June 17.	
135	St. Joseph's Academy	×	5	40	600		150		20	50,000	0	0	2,000		
136	Academy of the Sacred Heart*														
137	Academy of Mt. St. Vincent-on-the-Hudson f	×		42	4,000				295	500,000					
138	Academy of the Sacred Heart*														
139	English, French, and German Boarding and Day School.														
140	D'Youville Academy			40	500	100	120	10	20	15,000				June 27.	
141	Cook's Collegiate Institute	0		38	1,500		350	12	15	50,000				June 15.	
142	Howland School	0	4	38	700		200	40	75	50,000	20,000			June 30.	
143	Asheville Female College*	×	4	40	700		150	30	50	20,000			1,700	June 15.	

* From Report of the Commissioner of Education for 1879.
a See Table VII.
b Includes incidentals.
c Board and tuition.
d Includes receipts from all sources.
e This college is connected financially with the New Hampshire Conference Seminary.
f These statistics are for 1879.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	In the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.			Receipts for the last year from tuition fees.	Date of next commencement.
					Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.		
	1	17	18	19	20	21	22	23	24	25	26	27	28	29
144	Greensboro' Female College*	×	4	40	1,500	.....	$150	$15–20	$25	$75,000	.....	.....	$4,500	May 27.
145	Davenport Female College	×	4	40	150	10	144	10–15	.....	15,000	.....	.....	.....	
146	Louisburg Female College*	×	4	40	300	.....	100	25–30	30–40	10,000	$0	$0	1,800	May 27.
147	Chowan Baptist Female Institute*	×	4	42	500	.....	108	40	50	40,000	0	0	6,000	June 23.
148	Oxford Female Seminary		4	39	.....	.....	.....	.....	.....	.....	.....	.....	.....	
149	Peace Institute*				.....	.....	.....	.....	.....	.....	.....	.....	.....	
150	St. Mary's School			40	.....	.....	.....	40	50	60,000	0	0	.....	
151	Thomasville Female College		5	40	3,000	.....	160	40	50	.....	.....	.....	.....	June.
152	Bartholomew English and Classical School	×	4	40	500	.....	110	40	50	12,000	.....	.....	.....	May 31.
153	Cincinnati Wesleyan College*	0	6	36	.....	.....	500	50–130	150	.....	.....	.....	.....	June 9.
154	Cleveland Seminary for Girls*	×	4	39	2,000	.....	334	62	102	225,000	.....	.....	.....	June 9.
155	Cooper Academy	×	4	40	2,000	.....	300	.....	60	100,000	0	0	.....	June 16.
156	Glendale Female College	0	4	38	2,050	.....	160	50–100	100	40,000	0	0	.....	June 18.
157	Granville Female College	×	4	40	3,000	400	a300	40	50	75,000	0	0	6,800	June 9.
158	Young Ladies' Institute		4	37	.....	.....	180	30	30	*20,000	.....	.....	.....	June 22.
159	Highland Institute*	0	4	40	1,000	.....	180	20	30	25,000	.....	.....	.....	10,000 June 29.
160	Hillsborough Female College	×	4	39	600	30	219	24	36	20,000	0	0	1,800	June 10.
161	Oxford Female College	×	4	40	1,000	.....	100	20	30	40,000	6,000	360	1,000	June 17.
162	Western Female Seminary		4	38	2,000	.....	b250	.....	.....	100,000	.....	.....	.....	
163	Lake Erie Female Seminary	0	4	38	2,946	184	b170	.....	.....	106,000	.....	.....	.....	
164	Rose Ridge Seminary*	0	4	38	2,000	0	.....	.....	b170	110,000	26,400	.....	b17,074	June 16.
165	St. Helen's Hall			40	.....	.....	b275	.....	.....	33,000	.....	.....	15,255	June 23.
166	Allentown Female College	0	4	40	600	25	250	30	50	35,000	.....	.....	.....	
167	Moravian Seminary for Young Ladies	×	3	40	350	50	180	36	40–50	35,000	.....	.....	.....	June 8.
168	Blairsville Ladies' Seminary	×	.....	40	5,000	25	200	40	40	80,000	0	0	.....	June 24.
169	Wilson College	0	4	40	500	50	250	.....	40	25,000	.....	.....	2,700	June 23.
		×	4	38	1,500	.....	300	60	60	40,000	.....	.....	10,000	June 15.

168	Blairsville Ladies' Seminary	0	4	46	500	50	250	..	40	25,000	....	....	....	....	June 15.
169	Wilson College	×	4	38	1,500	....	300	60	60	40,000	....	....	....	10,000	June 15.
170	Mrs. Goodwin Watson's English, French, and German Young Ladies' School.	....	....	....	....	....	....	....	....	....	....	....	....	....	June.
171	Pennsylvania Female College	×	4	40	2,000	....	160	40	50	50,000	....	....	....	....	June 24.
172	French Protestant School	....	....	39	500	....	400	60–100	125	50,000	....	....	....	13,000	....
173	Miss Mary E. Stevens's Boarding and Day School for Young Ladies.*	....	....	....	....	....	b500	80	130	....	....	....	....	....	June.
174	University Female Institute*	×	4	40	1,000	50	160	30	36	75,000	....	....	....	....	June 23.
175	Irving Female College	×	5	40	5,000	....	200	60	100	40,000	....	....	....	....	June 21.
176	Brooke Hall Female Seminary	0	4	40	800	50	b400	....	....	65,000	....	....	....	b22,000	June 15.
177	Chestnut Street Seminary	0	....	38	....	....	b600	....	125	....	....	....	....	....	....
178	Pittsburgh Female College	×	....	....	c650	....	240	(44–80)	....	c100,000	c11,950	c700	c12,206	....	June 23.
179	Washington Female Seminary	....	....	40	....	....	250	24	40	15,000	....	....	....	....	June 16.
180	Greenville Female College	×	5	40	200	....	125–135	20–30	40–50	10,000	0	0	....	....	June 16.
181	Walhalla Female College	×	5	40	50	50	100	5–10	30	4,000	....	....	....	1,200	June.
182	Williamston Female College	×	4	40	500	....	120	20	40	12,000	....	....	....	....	June 23.
183	Athens Female Seminary	×	4	40	....	....	100	20	30	d5,000	....	....	....	....	June 4.
184	St. James Hall	....	....	....	....	....	....	....	....	....	....	....	....	....	....
185	Bristol Female College	×	4	40	....	....	100	20	40	15,000	....	....	....	....	June 4.
186	Wesleyan Female College	×	4	40	....	....	150	34, 44	54	6,000	* 0	0	2,200	....	June 8.
187	Bellevue Female College	×	4	40	400	....	125	25	50	....	....	....	....	....	June 8.
188	Tennessee Female College*	×	....	40	....	....	160	30–50	60	15,000	....	....	....	....	June.
189	Memphis Conference Female Institute	×	5	40	4,000	100	150	20–40	50	45,000	0	0	7,700	....	June 8.
190	Cumberland Female College	×	4	40	....	....	110	20–30	36–44	20,000	....	....	....	....	June 18.
191	Murfreesboro' Female Institute	×	4	40	1,200	10	180	32–40	40–50	13,000	0	0	4,000	....	June 9.
192	Soule Female College	×	4	40	50	2	120	25–30	40–50	18,000	0	0	1,200	....	June 10.
193	St. Cecilia's Academy	....	6	40	....	....	b150	....	....	70,000	....	....	....	....	....
194	W. E. Ward's Seminary for Young Ladies	×	5	40	2,000	....	200	30, 40	60	90,000	0	0	8,000	....	June 2.
195	Martin College*	×	4	40	....	....	120	30	50	d30,000	30,000	1,800	3,000	....	June 4.
196	Rogersville Female College*	×	5–7	40	3,000	12	150	15–25	30–40	15,000	0	0	3,500	....	June 17.
197	Mary Sharp College	×	4	40	1,500	....	135	40	60	20,000	0	0	5,000	....	June 22.
198	Bryan Female Institute	0	....	40	0	0	....	....	....	0	0	0	....	....	....
199	Chappell Hill Female College*	×	....	....	....	....	140	35, 45	55	....	....	....	....	....	June.
200	Ursuline Academy	....	....	....	....	....	....	....	....	....	....	....	....	....	....
201	Young Ladies' School, Southwestern University	×	4	40	....	....	175	40	60	3,000	....	....	1,770	....	June 21.
202	Andrew Female College	×	4	40	600	0	150	16½–36	48	10,000	0	0	2,500	....	June 3.
203	Baylor Female College	×	4	40	....	....	150	30	50	25,000	....	....	....	....	June 9.
204	Lamar Female College*	×	4	40	....	....	150	20	40	6,000	....	....	....	....	....
205	Nazareth Convent	×	....	40	823	....	120	20	30	....	....	....	....	....	June 30.
206	Waco Female College*	×	4	40	0	....	160	30	50	30,000	0	0	3,250	....	June 16.
207	Vermont Methodist Seminary and Female College*	×	4	39	1,000	....	165	35	35–45	95,000	....	....	....	....	June 24.
208	Martha Washington College	×	4	40	1,200	30	160	20–40	60	50,000	....	....	....	4,500	June 22.
209	Hollins Institute	×	....	36	....	....	180	25	60	75,000	....	....	....	10,000	June 15.
210	Albemarle Female Institute*	×	5	36	300	20	135	30	50–200	25,000	....	....	....	3,000	June 27.
211	Roanoke Female College	×	4	39	....	....	115	36	50	23,000	0	0	....	....	June 1.
212	Farmville College	×	4	40	....	....	150	35	70	8,500	....	....	....	....	June 2
213	Edge Hill School	....	6	....	....	....	....	b350	b400	15,000	....	....	....	....	June 30.
214	Marion Female College*	×	3–4	40	300	....	110	20	40	13,000	....	....	....	1,500	June 2.
215	Norfolk College for Young Ladies	....	....	40	....	....	....	....	51½	50,000	....	....	....	10,000	....
216	Southern Female College	×	6	40	1,200	....	150	40	50	20,000	0	0	....	....	June 20.

* From Report of the Commissioner of Education for 1879.
a Includes incidentals.
b Board and tuition.
c In 1878.
d Value of grounds and building.
e These statistics are for 1879.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.			Receipts for the last year from tuition fees.	Date of next commencement.
					Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.		
	1	17	18	19	20	21	22	23	24	25	26	27	28	29
217	Richmond Female Institute	×	4	40	.....	.....	$180	$34–45	$69–110	$100,000	.....	.....	.....	June 14.
218	Staunton Female Seminary	×	6	40	400	.....	170	25	40	*25,000	.....	.....	.....	
219	Wesleyan Female Institute	×	.....	38	.....	.....	160	.....	50	.....	.....	.....	.....	June 15.
220	Episcopal Female Institute*	×	4	40	.....	.....	240	30	40	15,000	$0	$0	$2,000	June 16.
221	Broaddus Female College	×	4	36	.....	.....	150	30, 40	50	10,000	.....	.....	4,250	June 10.
222	Parkersburg Female Seminary	.....	.....	40	.....	.....	.....	25	35	*5,000	.....	.....	.....	
223	Wheeling Female College	×	4	40	.....	.....	300	.....	.....	.....	.....	.....	.....	June 9.
224	Wisconsin Female College	.....	.....	.....	1,000	.....	150	28	28	32,500	10,190	.....	.....	June 15.
225	Kemper Hall	.....	4	38	1,000	.....	150	.....	150	52,000	.....	.....	10,800	June 24.
226	Milwaukee College*	×	4, 5	40	3,000	25	a350	50	60	100,000	.....	.....	10,000	June 21.
227	St. Clara Academy	.....	4	46	925	..	.....	.....	165	55,750	.....	.....	10,000	July 1.

* From Report of the Commissioner of Education for 1879.

a Board and tuition.

List of institutions for the superior instruction of women from which no information has been received.

Name.	Location.	Name.	Location.
Centenary Institute	Summerfield, Ala.	St. Clare's Academy	Buffalo, N. Y.
School for Girls	Farmington, Conn.	English, French, and German School.	New York, N. Y. (222 Madison avenue).
Grove Hall	New Haven, Conn.		
Young Ladies' Institute	Windsor, Conn.	Mrs. S. Reed's Boarding and Day School.	New York, N. Y.
Nassau College for Young Ladies.	Fernandina, Fla.	Poughkeepsie Female Academy.	Poughkeepsie, N. Y.
Southern Masonic Female College.	Covington, Ga.	Judson College	Hendersonville, N. C.
Hamilton Female College	Hamilton, Ga.	Estey Seminary	Raleigh, N. C.
Lumpkin Masonic Female College.	Lumpkin, Ga.	Simonton Female College	Statesville, N. C.
Cherokee Baptist Female College.	Rome, Ga.	Mt. Auburn Young Ladies' Institute.	Cincinnati, Ohio.
Illinois Female College	Jacksonville, Ill.	Academy of Notre Dame	Philadelphia, Pa.
Female College of Indiana	Greencastle, Ind.	Chegary Institute	Philadelphia, Pa.
St. Mary's Academic Institute	St. Mary's of the Woods, Ind.	Pennsylvania Female College	Pittsburgh, Pa.
Mt. Pleasant Female Seminary	Mt. Pleasant, Iowa.	Cottage Hill College	York, Pa.
Warrendale Female College	Georgetown, Ky.	Columbia Female College	Columbia, S. C.
South Kentucky Female College.	Hopkinsville, Ky.	Due West Female College	Due West, S. C.
Christ Church Seminary	Lexington, Ky.	Brownsville Female College	Brownsville, Tenn.
Louisville Female Seminary	Louisville, Ky.	Columbia Athenæum	Columbia, Tenn.
Cedar Bluff Female College	Woodburn, Ky.	Columbia Female Institute	Columbia, Tenn.
The Misses Norris' School	Baltimore, Md.	La Grange Female College	La Grange, Tenn.
Frederick Female Seminary	Frederick, Md.	State Female College	Memphis, Tenn.
Oread Collegiate Institute	Worcester, Mass.	Austin Collegiate Female Institute.	Austin, Tex.
Young Ladies' Seminary and Collegiate Institute.	Monroe, Mich.	Dallas Female College	Dallas, Tex.
Female College	Sardis, Miss.	Galveston Female High School.	Galveston, Tex.
Woodland College	Independence, Mo.	Goliad College	Goliad, Tex.
Clay Seminary	Liberty, Mo.	Petersburg Female College	Petersburg, Va.
Ivy Hall	Bridgeton, N. J.	Augusta Female Seminary	Staunton, Va.
St. Mary's Hall	Burlington, N. J.	Mozart Institute	Staunton, Va.
Freehold Young Ladies' Seminary.	Freehold, N. J.	Virginia Female Institute	Staunton, Va.
Delacove Institute	Trenton, N. J.	Parkersburg Female Academy.	Parkersburg, W. Va.
Athenæum Seminary	Brooklyn, N. Y.		

TABLE VIII.—*Memoranda.*

Name.	Location.	Remarks.
Lexington Female College	Lexington, Ky	Closed.
Shelbyville Female College	Shelbyville, Ky	Name changed to Stuart's Female College.
Wesleyan Female College	Murfreesboro', N. C	Buildings which were burned are in process of rerection, September, 1880.
Raleigh Female Seminary	Raleigh, N. C	Institution removed to Oxford, and name changed to Oxford Female Seminary.

TABLE IX.—*Statistics of universities and colleges for* 1880; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					
							Number of instructors.	Students.				Number of students unclassified.
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
1	Southern University	Greensboro', Ala	1856	1859	M. E. South	Rev. J. Lewis, D. D., chancello.	1	22	0	.....	.....	.....
2	Howard College	Marion, Ala	1843	1842	Baptist	James T. Murfee, LL. D	1	10	0	10	0	.....
3	Spring Hill College*	Near Mobile, Ala	1836	1830	R. C	R. v. D. Beaudequin, S. J	.....	.....	.....	.....	.....	.....
4	University of Alabama	Tuscaloosa, Ala	1820	1831	Non-sect	Burwell B. Lewis, LL. D	0	0	0	0	0	.....
5	Cane Hill College	Boonsboro', Ark	1852	1852	Cumb. Presb	Rev. F. R. Earle, A. M	.....	(107)		.....	.....	.....
6	Arkansas Industrial University	Fayetteville, Ark	1871	1871	Non-sect	Gen. D. H. Hill	5	200	101	.....	.....	.....
7	Judson University	Judsonia, Ark	1871	1875	Baptist	Richard S. James, LL. D	2	40	45	.....	.....	.....
8	St. John's College of Arkansas	Little Rock, Ark	1850	1859	Non-sect	Rev. Leo Baier, A. M	2	15	20	22	.....	.....
9	College of St. Augustine	Benicia, Cal	1868	1867	P. E	Rt. Rev. J. H. D. Wingfield, D. D., LL. D.	.....	.....	.....	.....	.....	.....
10	University of California	Berkeley, Cal	1868	1869	Non-sect	John LeConte, A. M., M. D., LL. D	0	0	0	0	0	0
11	Pierce Christian College*	College City, Cal	1874	1874	Christian	J. C. Keith, A. B	1	7	6	7	6	.....
12	St. Vincent's College	Los Angeles, Cal	1869	1867	R. C	Rev. M. V. Richardson, C. M	a6	a63	.....	.....	.....	.....
13	University of Southern California	Los Angeles, Cal	.....	1880	.....	.....	.....	.....	.....	.....	.....	.....
14	St. Ignatius College	San Francisco, Cal. (corner Grove street and Van Ness avenue).	1859	1855	R. C	Rev. R. E. Kenna, S. J	9	a651	.....	.....	.....	.....
15	St. Mary's College	San Francisco, Cal	1872	1863	R. C	Brother Bettelin	(b)	(b)	(b)	.....	.....	.....
16	Santa Clara College	Santa Clara, Cal	1855	1851	R. C	Rev. John Pinasco, S. J	3	186	0	.....	.....	.....
17	University of the Pacific	Santa Clara, Cal	1852	1852	M. E	Rev. C. C. Stratton, A. M., D. D	.....	66	33	16	83	.....
18	Pacific Methodist College	Santa Rosa, Cal	1862	1861	M. E. South	Rev. W. A. Finley, A. M., D. D	1	(50)		.....	.....	.....
19	California College*	Vacaville, Cal	1870	1860	Baptist	Rev. Uriah Gregory, D. D	.....	11	11	22	.....	.....
20	Washington College	Washington Corners, Cal	1871	1871	Non-sect	S. S. Harmon, A. M., principal	.....	10	6	.....	.....	.....
21	Hesperian College	Woodland, Cal	1869	1861	Christian	A. M. Elston, A. M	1	(c96)		.....	.....	.....
22	University of Colorado	Boulder, Colo	1875	1877	Non-sect	Joseph A. Sewell, M. D., LL. D	1	37	27	(64)		.....
23	Colorado College*	Colorado Springs, Colo	1874	1874	Non-sect	Rev. E. P. Tenney	1	13	3	16	0	.....

34	University of Denver	Denver, Colo	1880	1880	M. E	Rev. David H. Moore, A. M., D. D., chancellor.	2	(159)				
35	Trinity College*	Hartford, Conn	1824	1826	P. E	Rev. T. R. Pynchon, D. D., LL. D						
26	Wesleyan University	Middletown, Conn	1831	1831	M. E	Rev. John Wesley Beach, D. D						
27	Yale College	New Haven, Conn	1701	1701	Non-sect	Rev. Noah Porter, D. D., LL. D						
28	Delaware College	Newark, Del	1867	1870	Non-sect	William H. Purnell, A. M., LL. D						
29	University of Georgia	Athens, Ga	1785	1801	Non-sect	Rev. P. H. Mell, D. D., LL. D., chancellor.						
30	Atlanta University	Atlanta, Ga	1867	1869	Non-sect	Edmund A. Ware, A. M		20	2			
31	Bowdon College*	Bowdon, Ga	1857	1857	Non-sect	J. W. Beck	2	38	24	30	5	
32	Gainesville College	Gainesville, Ga	1873	1873	Non-sect		a3	a50	a50			
33	Mercer University	Macon, Ga	1837	1838	Baptist	Rev. A. J. Battle, D. D						
34	Pio Nono College*	Macon, Ga	1876	1874	R. C	Rt. Rev. Wm. H. Gross, D. D	2	10		10		
35	Emory College	Oxford, Ga	1836	1837	M. E. South	Rev. Atticus G. Haygood, D. D	3	30				
36	Abingdon College	Abingdon, Ill	1855	1853	Christian	Francis M. Bruner, A. M		13				
37	Hedding College	Abingdon, Ill	1875	1855	M. E	Rev. George W. Peck, A. M		84	48			
38	Illinois Wesleyan University	Bloomington, Ill	1850	1850	M. E	Rev. W. H. H. Adams, D. D		170	86			
39	St. Viateur's College	Bourbonnais Grove, Ill	1874	1865	R. C	Rev. P. Beaudoin, P. S. V., E. D	8	60		35	25	
40	Blackburn University*	Carlinville, Ill	1857	1859	Presbyterian	Rev. E. L. Hurd, D. D	4	90	50	14	44	
41	Carthage College*	Carthage, Ill	1870	1870	Lutheran	Rev. D. L. Tressler, PH. D	8	(82)				51
42	St. Ignatius College*	Chicago, Ill. (413 W. 12th st.)	1870	1869	R. C	Rev. Thomas O'Neil, S. J	7	176		80	96	
43	University of Chicago	Chicago, Ill	1859	1859	Baptist	Rev. Galusha Anderson, D. D	1	(52)		(52)		25
44	Eureka College*	Eureka, Ill	1855	1853	Christian	H. W. Everest, A. M		78	14			
45	Northwestern University	Evanston, Ill	1851	1855	M. E	Oliver Marcy, LL. D. (acting)	7	102	89	d37	e118	
46	Ewing College*	Ewing, Ill	1874	1867	Baptist	Rev. William Shelton, D. D	3	(118)		(118)		
47	Knox College	Galesburg, Ill	1837	1841	Non-sect	Newton Bateman, A. M., LL. D	S	S	S	S	S	
48	Lombard University	Galesburg, Ill	1851	1852	Universalist	Rev. Nehemiah White, PH. D		20	16		7	
49	Irvington College	Irvington, Ill	1863	1865	Presb. & Cong.	Rev. Edgar W. Clarke, A. M	2	a22	a26	7	9	
50	Illinois College	Jacksonville, Ill	1835	1830	Non-sect	Rufus C. Crampton, A. M. (acting)	(g)	(g)	(g)	(g)	(g)	
51	Lake Forest University	Lake Forest, Ill	1856	1876	Presbyterian	Rev. Daniel S. Gregory, D. D	5	93		60	10	
52	McKendree College	Lebanon, Ill	1834	1828	M. E	Rev. Daniel W. Phillips, A. M	1	50	27	19	58	
53	Lincoln University*	Lincoln, Ill	1865	1866	Cumb. Presb	Rev. A. J. McGlumphy, D. D., LL. D	11	190	50	71	53	
54	Monmouth College*	Monmouth, Ill	1857	1856	United Presb	Rev. J. B. McMichael, D. D	3	50	39	22	21	
55	Mt. Morris College	Mt. Morris, Ill	1840	h1840	Ger. Baptist	J. W. Stein	a8	a126	a79	10	45	
56	Northwestern College	Naperville, Ill	1865	1861	Evang. Asso	Rev. A. A. Smith, A. M	5	117	30	6	22	
57	Chaddock College	Quincy, Ill	1878	1853	M. E	John T. Long, LL. D						
58	Augustana College*	Rock Island, Ill	1865	1863	Evang. Luth	Rev. T. N. Hasselquist, D. D	2	46	0	46		
59	St. Joseph's College	Teutopolis, Ill		1861	R. C	Very Rev. P. Mauritius Klosterman, O. S. F., rector.		65		10	17	
60	Shurtleff College	Upper Alton, Ill	1835	1827	Baptist	Rev. A. A. Kendrick, D. D	2	48	13	25	22	
61	Illinois Industrial University	Urbana, Ill	1867	1868	Non-sect	Selim H. Peabody, PH. D., regent	(i)	(i)	(i)			
62	Westfield College	Westfield, Ill	1865	1865	United Breth	Rev. Samuel B. Allen, D. D	1	54	28	7	20	
63	Wheaton College	Wheaton, Ill	1861	1855	Non-sect	Rev. Jonathan Blanchard	2	(115)				
64	The Indiana University	Bloomington, Ind	1828	1820	Non-sect	Rev. Lemuel Moss, D. D	3	104	68	163		
65	Wabash College*	Crawfordsville, Ind	1834	1833	Presbyterian	Rev. Joseph F. Tuttle, D. D	3	84	0	34	31	
66	Concordia College	Fort Wayne, Ind	1850	1848	Evang. Luth	F. Zucker						
67	Fort Wayne College	Fort Wayne, Ind	1847	1848	M. E	Rev. W. F. Yocum, A. M	a6	a200	a100	25	275	

* From Report of the Commissioner of Education for 1879.

a Total for all departments.

b The preparatory department of St. Mary's College is now a distinct institution, St. Joseph's Academy, Oakland.

c In 1879.

d Includes students preparing for modern literature and art course.

e Includes students preparing for Latin and scientific course.

f See report of Knox Academy, Table VII.

g Preparatory department is identical with Whipple Academy (see Table VII).

h Reorganized in 1879.

i See Table X, Part 1.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
68	Franklin College	Franklin, Ind	1844	1836	Baptist	Rev. W. T. Stott, D. D	....	50	20	36	17	.....
69	Indiana Asbury University	Greencastle, Ind	1837	1837	M. E	Rev. Alexander Martin, D. D., LL. D	....	(144)		.....	.....	.....
70	Hanover College	Hanover, Ind	1833	1827	Presbyterian	Rev. D. W. Fisher, D. D	2	45	.....	40	5	.....
71	Hartsville University	Hartsville, Ind	1851	1852	United Breth	Rev. C. H. Kiracofe, A. M	2	52	31	8	75	.....
72	Butler University	Irvington, Ind	1850	1855	Christian	Otis A. Burgess, A. M., LL. D	4	66	34	26	a74	.....
73	Union Christian College	Merom, Ind	1859	1860	Christian	Rev. Thomas C. Smith, A. M	3	25	12	.....	.....	.....
74	Moore's Hill College	Moore's Hill, Ind	1856	1856	M. E	Rev. J. P. D. John, A. M	1	42	23	.....	.....	.....
75	Earlham College	Richmond, Ind	1859	1847	Friends	Joseph Moore, A. M	5	77	67	40	39	.....
76	Ridgeville College	Ridgeville, Ind	1867	1867	F. W. B	Rev. Samuel D. Bates, A. M	....	73	40	8	71	.....
77	St. Meinrad's College	St. Meinrad, Ind	.....	1857	R. C	Rt. Rev. Abbot Fintan Mundwiler, O. S. B.	3	10	.....	4	6	.....
78	Amity College	College Springs, Iowa	1853	1857	Non-sect	Rev. S. C. Marshall, A. M	3	110	94	(204)		.....
79	Griswold College	Davenport, Iowa	1859	1859	P. E	Rt. Rev. William Stevens Perry, D. D., LL. D.	2	58	.....	25	33	.....
80	Norwegian Luther College*	Decorah, Iowa	1866	1861	Lutheran	Rev. Laur. Larsen	....	85	.....	73	b12	.....
81	University of Des Moines*	Des Moines, Iowa	1865	1866	Baptist	Rev. J. A. Nash, D. D	1	30	36	14	.....	.....
82	St. Joseph's College	Dubuque, Iowa	.....	1873	R. C	Very Rev. P. J. McGrath	5	40	.....	20	10	.....
83	Parsons College	Fairfield, Iowa	1875	1875	Presb	Rev. T. D. Ewing, D. D	2	(32)		7	19	29
84	Upper Iowa University	Fayette, Iowa	1857	1857	M. E	Rev. John W. Bissell, D. D	3	80	73	22	33	.....
85	Iowa College	Grinnell, Iowa	1847	1848	Cong	Rev. George F. Magoun, D. D	3	92	55	17	9	.....
86	Simpson Centenary College	Indianola, Iowa	1867	1868	M. E	Rev. Edward L. Parks, A. M., S. D	....	37	26	17	46	.....
87	State University of Iowa	Iowa City, Iowa	1847	1855	Non-sect	Josiah L. Pickard, LL. D	0	0	0	0	0	.....
88	German College	Mount Pleasant, Iowa	1873	1873	German M. E	Rev. William Balcke, A. M. (acting)	....	24	4	.....	.....	.....
89	Iowa Wesleyan University	Mount Pleasant, Iowa	1855	1852	M. E	Rev. W. J. Spaulding, PH. D	....	39	13	4	48	.....
90	Cornell College	Mount Vernon, Iowa	1857	1853	M. E	Rev. William F. King, D. D	11	174	89	139	124	.....
91	Oskaloosa College*	Oskaloosa, Iowa	1857	1861	Christian	George T. Carpenter, A. M	....	(30)		.....	.....	66

92	Penn College	Oskaloosa, Iowa	1873	1873	Friends	Benjamin Trueblood, A. M	1	(107)					
93	Central University of Iowa	Pella, Iowa	1853	1854	Baptist	Rev. Lewis A. Dunn, D. D	2	54	45	40	15		
94	Whittier College and Normal Institute	Salem, Iowa	1867	1867	Friends	J. W. Coltrane, A. B							
95	Tabor College	Tabor, Iowa	1866	1866	Cong	Rev. William M. Brooks, A. M	4	53	26	20	8		
96	Western College*	Western, Iowa	1856	1857	United Breth	Rev. Ezekiel B. Kephart, A. M	6	101	63	4	9		
97	St. Benedict's College*	Atchison, Kans	1808	1859	R. C	Rt. Rev. Innocent Wolf, D. D., O.S.B.	2	65		21	44		
98	Baker University	Baldwin City, Kans	1858	1858	M. E	Rev. W. H. Sweet, A. M		39	19				
99	Highland University	Highland, Kans	1858	1856	Presb	Rev. Robert Cruikshank, D. D	1	31	22				
100	University of Kansas	Lawrence, Kans	1863	1866	Non-sect	Rev. James Marvin, D. D	3	144	107				
101	Lane University	Lecompton, Kans	1862	1862	United Breth	N. B. Bartlett, A. M		36	34				
102	Ottawa University	Ottawa, Kans	1860	1865	Baptist	Rev. P. J. Williams, D. D	2						
103	St. Mary's College	St. Mary's, Kans	1869	1869	R. C	Rev. A. G. van der Eerden		166		45			
104	Washburn College	Topeka, Kans	1865	1865	Cong	Rev. Peter McVicar, M. A., D. D	5	74	35	27	12		
105	St. Joseph's College*	Bardstown, Ky	1824	1819	R. C	Rev. C. J. O'Connell							
106	Berea College	Berea, Ky	1865	1858	Cong	Rev. E. H. Fairchild, D. D	9	cd186	cd140	d7	d45		
107	Cecilian College*	Cecilian, Ky	1867	1860	R. C	H. A. Cecil		65	0	20	15		
108	Centre College	Danville, Ky	1819	1822	Presb	Ormond Beatty, LL. D	2	84	0	65			
109	Eminence College*	Eminence, Ky	1856	1857	Christian	W. S. Giltner	1	21	20	14	27		
110	Kentucky Military Institute	Farmdale, Ky	1845	1845	Non-sect	Col. Robert D. Allen, M. D., C. E., superintendent.	1	10			10		
111	Georgetown College	Georgetown, Ky	1829	1831	Baptist	Rev. R. M. Dudley, D. D	2	22		10	12		
112	Kentucky University	Lexington, Ky	1858	1859	Christian	Charles Louis Loos	1	23	0	20	3		
113	Kentucky Wesleyan College	Millersburg, Ky	1860	1866	Methodist	D. W. Batson, A. M							
114	Murray Male and Female Institute and West Kentucky Normal School.	Murrey, Ky	1870	1871	Non-sect	Dean Babbitt							
115	Concord College	New Liberty, Ky	1868	1868	Baptist	James Rice	1	15	17		15		
116	Kentucky Classical and Business College.*	North Middletown, Ky	1878	1877	Christian	E. V. Zollars, A. M	2	18	34				
117	Central University	Richmond, Ky		1874	Presb	Rev. R. L. Breck, D. D	1	20					
118	Bethel College *d*	Russellville, Ky	1856	1856	Baptist	Leslie Waggener, LL. D							
119	St. Mary's College*	St. Mary's, Ky	1837	1821	R. C	Rev. David Fennessy, C. R	2	8					
120	Louisiana State University and Agricultural and Mechanical College.	Baton Rouge, La	1853	1860	Non-sect	William Preston Johnston							
			1874	1874									
121	Jefferson College (St. Mary's)	Convent P. O., St. James Parish, La.	1861	1864	R. C	Very Rev. J. B. Bigot, S. M	15	100					
122	St. Charles College*	Grand Coteau, La	1852	1837	R. C	Rev. Robert Ollivier, S. J	1	12		4	8		
123	Centenary College of Louisiana	Jackson, La	1825	1825	M. E. South	Rev. C. G. Andrews, A. M., D. D	2	64		33	31		
124	Leland University	New Orleans, La	1870	1874	Baptist	Rev. Seth J. Axtell, jr	e5	e93	e55				
125	New Orleans University*	New Orleans, La	1873		M. E	Isaac N. Failor, A. M	1	32	37	34	24		
126	Straight University	New Orleans, La	1869	1870	Cong	Rev. W. S. Alexander, D. D		(12)		12			
127	University of Louisiana	New Orleans, La	1847	1878	Non-sect	Hon. Randell Hunt, LL. D	6	180		57	32		
128	Bowdoin College	Brunswick, Me	1794	1802	Cong	Joshua L. Chamberlain, LL. D							
129	Bates College	Lewiston, Me	1863	1863	F. W. Baptist	Rev. Oren B. Cheney, D. D	4	50	20				
130	Colby University	Waterville, Me	1820	1818	Baptist	Rev. Henry E. Robins, D. D							
131	St. John's College	Annapolis, Md	1784	1789	Non-sect	William H. Hopkins, A. M., acting vice president.	2	35					
132	Baltimore City College	Baltimore, Md	0	1839	Non-sect	William Elliott, jr							
133	Johns Hopkins University	Baltimore, Md	1867	1876	Non-sect	Daniel C. Gilman, A. M., LL. D	0	0	0	0	0	0	
134	Loyola College	Baltimore, Md	1853	1852	R. C	Rev. Edward A. McGurk, S. J		30		30			

* From Report of the Commissioner of Education for 1879.
a Includes students preparing for philosophical course.
b Preparing for normal course.
c Includes normal students
d These statistics are for the year 1879.
e Total for all departments.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	Number of students unclassified.
	1	2	3	4	5	6	7	8	9	10	11	12
135	Washington College	Chestertown, Md	1782	1782	Non-sect	William J Rivers, A. M	...	...	...	...	...	...
136	Rock Hill College	Ellicott City, Md	1865	1857	R. C	Rev. Brother Azarias	9	83	...	...	...	...
137	St. Charles's College	Ellicott City, Md	1831	1848	R. C	Rev. Peter Paul Denis, S. S., A. M	4	70	...	70	...	...
138	Frederick College	Frederick, Md	1829	1763	Non-sect	Thomas A. Gatch, A. M	...	...	...	...	...	a36
139	Western Maryland College	Westminster, Md	1868	1867	Meth. Prot	Rev. James Thomas Ward, D. D	2	25	11	26	10	...
140	Amherst College	Amherst, Mass	1825	1821	Cong	Rev. Julius H. Seelye, D. D., LL. D	0	0	0	0	0	0
141	Boston College	Boston, Mass. (761 Harrison avenue).	1863	1864	R. C	Rev. Jeremiah O'Connor, S. J	3	60	0	(60)		...
142	Boston University, College of Liberal Arts.	Boston, Mass	1869	1873	M. E	Rev. Wm. F. Warren, S. T. D., LL. D	0	0	0	0	0	0
143	Harvard College	Cambridge, Mass	1650	1638	Non-sect	Charles W. Eliot, LL. D	...	...	...	...	...	...
144	Tufts College	College Hill, Mass	1852	1855	Universalist	Rev. Elmer H. Capen, D. D	...	...	...	...	...	...
145	Williams College	Williamstown, Mass	1793	1793	Cong	Hon. Paul A. Chadbourne, D. D., LL. D.	...	...	...	...	...	...
146	College of the Holy Cross*	Worcester, Mass	1865	1843	R. C	Rev. Edward D. Boone, S. J	...	50	...	...	...	...
147	Adrian College	Adrian, Mich	1859	1859	Meth. Prot	Rev. G. B. McElroy, D. D., PH. D	2	30	17	...	...	...
148	Albion College*	Albion, Mich	1860	1860	M. E	Rev. L. R. Fiske, D. D., LL. D	...	78	49	83	21	...
149	University of Michigan	Ann Arbor, Mich	1836	1841	Non-sect	James B. Angell, LL. D	...	...	...	...	...	...
150	Battle Creek College	Battle Creek, Mich	1874	1874	7th Day Adv't.	Sidney Brownsberger, A.M. (acting)	5	b297	b102	8	11	...
151	Grand Traverse College	Benzonia, Mich	1862	1863	Cong	L. D. Maltby	...	...	...	...	...	...
152	Hillsdale College	Hillsdale, Mich	1855	1855	F. W. Baptist	Rev. DeWitt Clinton Durgin, D.D	8	40	13	28	25	93
153	Hope College	Holland, Mich	1866	1851	Ref. Dutch	Rev. Charles Scott, D. D	...	(75)		...	...	...
154	Kalamazoo College	Kalamazoo, Mich	1855	1835	Baptist	Rev. Kendall Brooks, D. D	2	57	35	41	51	...
155	Olivet College	Olivet, Mich	1859	1858	Cong. and Pres	Rev. H. Q. Butterfield, D. D	5	50	22	50	...	c78
156	St. John's College*	Collegeville, Minn	1857	1857	R. C	Rt. Rev. Alexius Edelbrock, O. S. B.	...	...	...	...	...	...
157	Augsburg Seminary (Greek department).	Minneapolis, Minn	...	1874	Lutheran	Prof. Georg Sverdrup	...	35	...	25	...	...

158	Hamline University[d]	Near Minneapolis, Minn	1854	1855	M. E	Rev. D. C. John, D. D		(55)					
159	Macalester College[c]	Minneapolis, Minn	1853	1874	Presb	Rev. Rockwood Macqueaten, A. M							
160	University of Minnesota	Minneapolis, Minn	1868	1867	Non-sect	William W. Folwell, LL. D		78	30	30	78	*f*41	
161	Carleton College	Northfield, Minn	1866	1867	Cong	Rev. James W. Strong, D. D	1	54	46	35	26	*g*142	
162	Mississippi College	Clinton, Miss	1850	1851	Baptist	Rev. W. S. Webb, D. D	2	160		78	40		
163	Shaw University	Holly Springs, Miss	1870	1868	Meth. Epis	Rev. W. W. Hooper, A. M		155	48	101	50		
164	University of Mississippi	Oxford, Miss	1844	1848	Non-sect	Alexander P. Stewart, chancellor	4	202					
165	Alcorn University	Rodney, Miss	1871	1872	Non-sect	Rev. Hiram R. Revels, D. D	3	118		43	75		
166	St. Vincent's College[e]	Cape Girardeau, Mo	1843	1844	R. C	Rev. J. W. Hickey, C. M							
167	University of the State of Missouri	Columbia, Mo	1839	1840	Non-sect	Samuel S. Laws, A. M., M. D., LL. D							
168	Central College	Fayette, Mo	1855	1857	M. E. South	Rev. Eugene R. Hendrix, A. M., D. D	2	155		80	44		
169	Lewis College[h]	Glasgow, Mo	1865	1866	Meth. Epis								
170	Pritchett School Institute[h]	Glasgow, Mo	1868	1866	Non-sect								
171	La Grange College	La Grange, Mo	1850	1866	Baptist	J. F. Cook, M. A., LL. D							
172	William Jewell College	Liberty, Mo	1849	1852	Baptist	Rev. W. R. Rothwell, D. D	1	40		20	20		
173	St. Joseph College	St. Joseph, Mo	1872	1867	R. C	Rev. Brother Arthemian	9	177	0		177		
174	College of the Christian Brothers	St. Louis, Mo	1855	1855	R. C	Rev. Brother James							
175	St. Louis University	St. Louis, Mo	1832	1829	R. C	Rev. Joseph Edward Keller, S. J		85	0	50	35		
176	Washington University	St. Louis, Mo	1853	1853	Non-sect	Rev. Wm. Greenleaf Eliot, D. D	(*j*)	(*j*)	(*j*)	(*j*)	(*j*)		
177	Drury College	Springfield, Mo	1873	1873	Cong	Rev. Nathan J. Morrison, D. D	6		(96)				
178	Stewartsville College	Stewartsville, Mo	1879	1863	Non-sect	Rev. W. O. H. Perry, A. M	1	30	20	5	15		
179	Central Wesleyan College	Warrenton, Mo	1865	1864	Meth. Epis	Rev. H. A. Koch, D. D	4	80	11				
180	Doane College	Crete, Nebr	1872	1872	Cong	Rev. D. B. Perry, A. M. (acting)		60	46		(40)		
181	University of Nebraska[a]	Lincoln, Nebr	1869	1871	Non-sect	Rev. Edmund B. Fairfield, S. T. D., LL. D., chancellor.	4	99	60	70	89		
182	Creighton University	Omaha, Nebr	1879	1878	R. C	Rev. Thomas H. Miles, S. J	19	4255					
183	Nebraska Wesleyan University	Osceola, Nebr	1880	1879	Meth. Epis	Rev. J. J. Flehrty, A. M		18	10				
184	State University of Nevada[d]	Elko, Nev		1874	Non-sect	W. C. Dovey, principal	1	22	26				
185	Dartmouth College	Hanover, N. H	1769	1770	Cong	Rev. Samuel C. Bartlett, D. D., LL. D							
186	St. Benedict's College[e]	Newark, N. J. (522 High st.)		1868	R. C	Rev. P. Mellitus, O. S. B							
187	Rutgers College	New Brunswick, N. J	1770	1771	Non-sect	Rev. Wm. H. Campbell, D. D., LL. D	(*m*)	(*m*)					
188	College of New Jersey	Princeton, N. J	1746	1746	Presb	Rev. James McCosh, D. D., LL. D	0	0	0	0	0	0	
189	Seton Hall College	South Orange, N. J	1861	1856	R. C	Rev. James Henry Corrigan, A. M							
190	Alfred University[n]	Alfred, N. Y	1857	1857		Rev. J. Allen, D. D., PH. D		(322)					
191	St. Bonaventure's College	Allegany, N. Y	1875	1859	R. C	Very Rev. Fr. Theophilus Pospisilik, O. S. F.	7	144		33	20		
192	St. Stephen's College	Annandale, N. Y	1860	1860	Prot. Epis	Rev. Robert B. Fairbairn, D. D., LL. D.		12	0	12	0		
193	Wells College	Aurora, N. Y	1862	1868	Presb	Rev. Edward S. Frisbee, D. D			48				
194	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y	1854	1855	Non-sect	David H. Cochran, PH. D., LL. D	(*o*)	(*o*)		(*o*)	(*o*)		
195	St. Francis College[e]	Brooklyn, N. Y	0	1871	R. C	Brother Jerome Magner, O. S. F	4	155	0	60	5		
196	St. John's College[e]	Brooklyn, N. Y	1873	1870	R. C	Rev. A. J. Meyer, C. M	3	40		25	15		

* From Report of the Commissioner of Education for 1879.

a These are in elementary studies.

b Includes students in biblical and teachers' courses.

c In normal course.

d After several years' suspension reopened in 1880.

e Suspended for several years; Baldwin school, the preparatory department, was reopened September, 1880.

f Special students.

g 112 students in English department and 30 in music.

h The trustees of Lewis College and Pritchett School Institute on June 18, 1880, consolidated the two institutions, which consolidation was, however, severed before the opening of the fall session of 1880, and the institutions remain separate, upon the same basis and doing the same work as before.

i Preparing for commercial or scientific course.

j See reports of Smith Academy (Table VII) and Mary Institute (Table VIII).

k Total for all departments.

l Preparatory department only organized.

m Preparatory department is identical with Rutgers College Grammar School (Table VII).

n These statistics are for 1879.

o See report of academic department (Table VI).

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					
							Number of instructors.	Students.				Number of students unclassified.
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
197	Canisius College	Buffalo, N. Y	.....	1870	R. C	Rev. Martin Port, S. J	1	16	.....	.....	.....	.....
198	St. Joseph's College	Buffalo, N. Y	.....	1861	R. C	Bro. Frank	6	220	.....	.....	.....	.....
199	St. Lawrence University	Canton, N. Y	1856	1858	Universalist	Rev. A. G. Gaines, D. D	.....	.....	.....	.....	.....	.....
200	Hamilton College	Clinton, N. Y	1812	1812	Presb	Rev. Samuel Gilman Brown, D. D., LL. D.	.....	.....	.....	.....	.....	.....
201	Elmira Female College	Elmira, N. Y	1855	1855	Presb	Rev. Augustus W. Cowles, D. D	.....	.....	30	30	.....	a38
202	St. John's College[b]	Fordham, N. Y	1846	1841	R. C	Rev. F. Wm. Gockeln, S. J	.....	130	.....	.....	.....	.....
203	Hobart College	Geneva, N. Y	1825	1824	P. E	Rev. Robert Graham Hinsdale, S. T. D.	0	0	0	0	0	0
204	Madison University	Hamilton, N. Y	1846	1820	Baptist	Rev. Ebenezer Dodge, D. D., LL. D	(c)	(c)	.....	(c)	(c)	.....
205	Cornell University	Ithaca, N. Y	1865	1868	Non-sect	Andrew Dixon White, LL. D	0	0	0	0	0	0
206	Ingham University[b]	Le Roy, N. Y	1857	1835	Presb	Mrs. E. E. Ingham Staunton, A. B., vice chancellor.	2	.....	50	.....	.....	21
207	College of St. Francis Xavier	New York, N. Y	1861	1847	R. C	Rev. Samuel H. Frisbee, S. J	13	346	.....	.....	.....	.....
208	College of the City of New York	New York, N. Y	d1847	1848	Non-sect	Alexander Stewart Webb, LL. D	15	e737	.....	217	222	.....
209	Columbia College	New York, N. Y	1754	1754	P. E	F. A. P. Barnard, S. T. D., LL. D., L. H. D.	0	0	0	0	0	.....
210	Manhattan College	New York, N. Y. (Grand Boulevard & 132d street).	1863	1863	R. C	Rev. Bro. Anthony, F. S. C	26	528	0	e(425)		.....
211	Rutgers Female College	New York, N. Y. (487 & 491 Fifth avenue).	1867	1838	Non-sect	Rev. Samuel D. Burchard, D. D	1	.....	10	.....	.....	.....
212	St. Louis College	New York, N. Y	.....	1869	R. C	John P. Brophy	.....	.....	.....	.....	.....	.....
213	University of the City of New York	New York, N. Y	1830	1830	Non-sect	Rev. Howard Crosby, D. D., LL. D., chancellor.	.....	.....	.....	.....	.....	.....
214	Vassar College	Poughkeepsie, N. Y	1861	1865	Non-sect	Rev. Samuel L. Caldwell, D. D	.....	.....	86	.....	.....	.....
215	University of Rochester	Rochester, N. Y	1850	1850	Baptist	Martin B. Anderson, LL. D	.....	.....	.....	.....	.....	.....
216	Union College	Schenectady, N. Y	1795	1795	Non-sect	Rev. Eliphalet Nott Potter, D. D., LL. D.	7	80	100	48	20	.....

217	College and Seminary of Our Lady of Angels.	Suspension Bridge, N. Y	1863	1856	R. C.	Very Rev. P. V. Kavanagh, C. M						
218	Syracuse University	Syracuse, N. Y	1870	1871	M. E	Rev. Erastus O. Haven, D. D., LL. D., chancellor.	0	0	0	0	0	0
219	University of North Carolina	Chapel Hill, N. C	1789	1795	Non-sect	Kemp P. Battle, LL. D	0	0	0	0	0	
220	Biddle University	Charlotte, N. C	1877	1867	Presb	Rev. Stephen Mattoon, D. D.	4	120		40		
221	Davidson College	Davidson College, N. C	1837	1837	Presb	Rev. A. D. Hepburn, D. D., LL. D.	1	8		8		
222	Rutherford College	Happy Home, N. C	*f*1871	*f*1871	Non-sect	Rev. R. L. Abernethy, A. M., D. D	1	15	10	25		
223	North Carolina College*	Mt. Pleasant, N. C	1859	1859	Ev. Luth.	Rev. L. A. Bikle, D. D	2	86		20		
224	Shaw University*	Raleigh, N. C		1866	Baptist	Rev. H. M. Tupper, A. M						
225	Trinity College	Trinity College, N. C	1852	1852	M. E. South	Rev. B. Craven, D. D., LL. D		14		10	4	
226	Wake Forest College	Wake Forest College, N. C	1834	1834	Baptist	Rev. T. H. Pritchard, D. D	2	75		50	25	
227	Buchtel College	Akron, Ohio	1870	1872	Universalist	Rev. E. L. Rexford, D. D	7	62	58	13	107	
228	Ashland College	Ashland, Ohio	1878	1879	Ger. Baptist	Elder R. H. Miller	3	42	15			
229	Ohio University	Athens, Ohio	1804	1809	Non-sect	William H. Scott	1	50	15			
230	Baldwin University	Berea, Ohio	*g*1856	*g*1856	M. E	Aaron Schuyler, LL. D		57	40	12	85	
231	German Wallace College	Berea, Ohio	1864	1864	M. E	Rev. Wm. Nast, D. D		24	11			
232	Hebrew Union College	Cincinnati, Ohio	1874	1875	Jewish	Isaac Meir Wise	8	22				
233	St. Joseph's College*	Cincinnati, Ohio	1873	1871	R. C.	P. J. Franciscus, C. S. C						
234	St. Xavier College*	Cincinnati, Ohio	1831	1831	R. C.	Rev. R. J. Meyer, S. J		225		72		
235	University of Cincinnati*	Cincinnati, Ohio	1870	1873	Non-sect	Thomas Vickers	0	0	0	0	0	0
236	Farmers' College	College Hill, Ohio	1846	1846	Non-sect	P. V. N. Meyers, A. M		32	22	2	10	
237	Capital University	Columbus, Ohio	1850	1850	Ev. Luth.	Rev. M. Loy, A. M		23		17	6	
238	Ohio State University	Columbus, Ohio	1870	1873	Non-sect	Edward Orton, PH. D	(h)	(h)	(h)			
239	Ohio Wesleyan University	Delaware, Ohio	1842	1842	M. E	Rev. Charles H. Payne, D. D., LL. D.	5	200	36	155	50	
240	Kenyon College	Gambier, Ohio	1824	1825	P. E	Rev. William B. Bodine, D. D	10	116				
241	Denison University	Granville, Ohio	1832	1831	Baptist	Rev. Alfred Owen, D. D	4	101		47	16	
242	Hiram College	Hiram, Ohio	1867	1867	Disciples	Burke A. Hinsdale, A. M	2	7	8	5	10	
243	Western Reserve College	Hudson, Ohio	1826	1826	Presb. & Cong.	Rev. Carroll Cutler, D. D	3	54	6	54	6	
244	Ohio Central College*	Iberia, Ohio	1853	1849	Non-sect	J. P. Robb, A. M		39	43	2	3	
245	Marietta College	Marietta, Ohio	1835	1835	Non-sect	Rev. Israel Ward Andrews, D.D., LL. D.	2	93		70	23	
246	Mt. Union College	Mt. Union, Ohio	1858	1846	Non-sect	O. N. Hartshorn, LL. D	2	(495)				
247	Franklin College	New Athens, Ohio	1825	1825	Non-sect	Rev. George C. Vincent, D. D	3	66	60			
248	Muskingum College	New Concord, Ohio	1837	1837	Un. Presb	Rev. F. M. Spencer		40	20			
249	Oberlin College*	Oberlin, Ohio	1833	1833	Cong	Rev. James H. Fairchild, D. D	15	289	145	198		
250	Rio Grande College	Rio Grande, Ohio	1875	1876	F. W. B	A. A. Moulton, A. M	2	59	25	9	6	
251	Scio College	Scio, Ohio	1866	1865	M. E	Rev. E. Ellison, D. D	3	100	36	12	124	
252	Miami Valley College*	Springboro', Ohio	1875	1871	Friends	Eugene H. Foster, A. B		11	14	25		
253	Wittenberg College	Springfield, Ohio	1845	1845	Ev. Luth	Rev. J. B. Helwig, D. D	3	60	15	38	10	
254	Heidelberg College	Tiffin, Ohio	1850	1850	Reformed	Rev. George W. Williard, D. D		89	19	19	89	
255	Urbana University	Urbana, Ohio	1850	1851	New Church	Rev. Frank Sewall, A. M	3	20	20	5		
256	Otterbein University	Westerville, Ohio	1847	1847	Un. Breth	Rev. H. A. Thompson, D. D	3	45	31	26	25	
257	Wilberforce University*	Wilberforce, Ohio	1863	1863	Af. M. E	Rev. Benjamin F. Lee, D. D	2	6	3	5	4	
258	Willoughby College*	Willoughby, Ohio	1858	1859	Meth	Curtis R. Waters	3	30	45			
259	Wilmington College*	Wilmington, Ohio	1875	1870	Friends	David W. Dennis		49	48			
260	University of Wooster	Wooster, Ohio	1866	1870	Presb	Rev. A. A. E. Taylor, D. D	4	113	41	68	9	

* From Report of the Commissioner of Education for 1879.
a English and special students.
b These statistics are for 1879.
c See report of Colgate Academy (Table VII).
d As a free academy; in 1866 as a college.
e Includes commercial students.
f As an academy in 1856.
g As Baldwin University; founded in 1845 as Baldwin Institute.
h See Table X, Part 1.
i In 1879.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
261	Antioch College	Yellow Springs, Ohio	1852	1853	Non-sect	Samuel C. Derby, A. M	3	51	18	42	.....	.....
262	Corvallis College	Corvallis, Oreg	1868	1865	Non-sect	B. L. Arnold, A. M	.....	.....	.....	.....	.....	.....
263	University of Oregon	Eugene City, Oreg	1876	1876	Non-sect	John W. Johnson, A. M	2	35	24	22	47	.....
264	Pacific University and Tualatin Academy.	Forest Grove, Oreg	1854	1854	Evang	Rev. J. R. Herrick, S. T. D	2	74	49	.....	.....	.....
265	Blue Mountain University	La Grande, Oreg	1876	1876	Non-sect	Rev. G. E. Ackerman, A. B., S.T.B	4	60	44	40	a64	.....
266	McMinnville College*	McMinnville, Oreg	1857	1858	Baptist	G. J. Burchett	2	50	13	40	23	.....
267	Christian College	Monmouth, Oreg	1865	1866	Christian	T. F. Campbell, A. M	.....	.....	.....	.....	.....	.....
268	Philomath College	Philomath, Oreg	1865	1868	Un. Breth	Rev. Wayne S. Walker, A. M	2	40	50	21	23	.....
269	Willamette University	Salem, Oreg	1853	1844	M. E	Thomas Van Scoy, A. M., B. D	6	50	55	105	.....	.....
270	Muhlenberg College	Allentown, Pa	1867	1867	Ev. Luth	Rev. B. Sadtler, D. D	6	88	.....	.....	.....	.....
271	Lebanon Valley College	Annville, Pa	1867	1866	Un. Breth	Rev. D. D. DeLong, A. M	1	35	18	12	11	.....
272	St. Vincent's College	Beatty's, Pa	1870	1846	R. C	Rt. Rev. Boniface Wimmer, O. S. B	.....	77	.....	.....	.....	331
273	Dickinson College*	Carlisle, Pa	1783	1783	M. E	Rev. J. A. McCauley, D. D	1	30	4	15	.....	.....
274	Pennsylvania Military Academy	Chester, Pa	1862	1862	Non-sect	Col. Theodore Hyatt, M. A	2	22	.....	6	16	.....
275	Lafayette College	Easton, Pa	1826	1832	Presb	Rev. William C. Cattell, D. D., LL. D	0	0	0	0	0	.....
276	Pennsylvania College	Gettysburg, Pa	1832	1832	Ev. Luth	Rev. Milton Valentine, D. D	2	44	.....	40	2	.....
277	Thiel College	Greenville, Pa	1870	1870	Ev. Luth	Rev. H. W. Roth, A. M	.....	36	4	27	13	.....
278	Haverford College	Haverford College, Pa	1832	1832	Friends	Thomas Chase, LL. D	.....	.....	.....	.....	.....	.....
279	Monongahela College	Jefferson, Pa	1868	1868	Baptist	Rev. H. K. Craig, D. D	.....	57	51	18	.....	.....
280	Franklin and Marshall College	Lancaster, Pa	1853	1853	Reformed	Rev. Thomas G. Apple, D. D. (acting)	2	43	.....	30	13	.....
281	University at Lewisburg*	Lewisburg, Pa	1846	1847	Baptist	Rev. David J. Hill, A. M	2	25	.....	25	.....	.....
282	Lincoln University	Lincoln University, Pa., (Chester County).	1854	1853	Non-sect	Rev. Isaac N. Rendall, D. D	4	63	.....	.....	.....	.....
283	St. Francis College	Loretto, Pa	1858	1851	R. C	Bro. L. T. O'Donnell, O. S. F	2	20	0	4	7	.....
284	Allegheny College	Meadville, Pa	1817	1815	M. E	Rev. Lucius H. Bugbee, D. D	1	139	18	a157	.....	.....
285	Mercersburg College	Mercersburg, Pa	1865	1865	Reformed	Rev. E. E. Higbee, D. D	1	17	.....	14	3	.....

286	Westminster College	New Wilmington, Pa	1852	1852	Un. Presb	Rev. E. T. Jeffers, D. D	3	60	12	55	17	c23
287	La Salle College	Philadelphia, Pa	1863	1863	R. C	Rev. Brother Romuald	6	84				
288	St. Joseph's College	Philadelphia, Pa	1852	1852	R. C	Rev. B. Villiger, S. J		300	300	110	330	
289	University of Pennsylvania	Philadelphia, Pa	1755	1748	Non-sect	William Pepper, A. M., M. D., LL. D						
290	Pittsburgh Catholic College	Pittsburgh, Pa		1878	R. C	Rev. P. W. Power	3	50				
291	Western University of Pennsylvania	Pittsburgh, Pa	1819	1819	Non-sect	Milton B. Goff, A. M. (acting)	5	143		55	88	
292	Lehigh University	South Bethlehem, Pa	1866	1866	Prot. Epis	Robert A. Lamberton, LL. D	0	0	0	0	0	
293	Swarthmore College	Swarthmore, Pa	1864	1869	Friends	Edward H. Magill, A. M	13	82	56	72	66	
294	Augustinian College of Villanova	Villanova, Pa	1848	1842	R. C	Rev. Joseph A. Coleman, O. S. A						
295	Washington and Jefferson College	Washington, Pa	1802	1802	Presb	Rev. George P. Hays, D. D	1	28		21	7	
296	Waynesburg College*	Waynesburg, Pa	1850	1850	Cumb. Presb	A. B. Miller, LL. D						
297	Brown University	Providence, R. I	1764	1765	Non-sect	Rev. E. G. Robinson, D. D., LL. D						
298	College of Charleston	Charleston, S. C	1785	1789	Non-sect	N. R. Middleton, LL. D	0	0	0	0	0	
299	University of South Carolina	Columbia, S. C	1801	1805		William Porcher Miles						
300	Erskine College	Due West, S. C	1841	1839	Asso. Ref. Pres	Rev. William M. Grier, D. D		6		3	3	
301	Furman University	Greenville, S. C	1850	1851	Baptist	Rev. James C. Furman, D. D	1	83				
302	Newberry College	Newberry, S. C	1856	1858	Ev. Luth	Rev. G. W. Holland, A. M	1	35		30	5	
303	Claflin University and South Carolina Agricultural College and Mechanics' Institute.*	Orangeburg, S. C	1869 1872	1870 1874	Meth. Epis	Rev. Edward Cooke, M. A., D. D	5	(151)		22	37	
304	Wofford College	Spartanburg, S. C	1851	1854	M. E. South	James H. Carlisle, A. M., LL. D		46				
305	Adger College	Walhalla, S. C	1877	1877	Presb	Rev. John R. Riley, chairman	1	87				
306	East Tennessee Wesleyan University	Athens, Tenn	1867	1868	Meth. Epis	Rev. John Fletcher Spence, D. D	2	51	39	20	70	
307	King College	Bristol, Tenn	1868	1867	Presb	Rev. J. D. Tadlock, D. D	4	60				
308	Southwestern Presbyterian University	Clarksville, Tenn	1875	1875	Presb	Rev. J. N. Waddel, D. D., LL. D., chancellor.						
309	Hiwassee College	Hiwassee College, Tenn	1850	1849	M. E. South	Rev. John H. Brunner, A. M., D. D						
310	Southwestern Baptist University	Jackson, Tenn	1874	1875	Baptist	George W. Jarman, M. A., LL. D	2	56		34	22	
311	University of Tennessee and State Agricultural College.	Knoxville, Tenn	1807 1869	1808 1869	Non-sect	Rev. Thomas W. Humes, S. T. D	3	131		14	117	
312	Cumberland University	Lebanon, Tenn	1842	1842	Cumb. Presb	Nathan Green, LL. D., chancellor	2	87				
313	Bethel College	McKenzie, Tenn	1850	1850	Cumb. Presb	Rev. W. W. Hendrix, D. D						
314	Manchester College*	Manchester, Tenn	1856	1866	Non-sect	I. N. Jones	1	35	30	5	9	
315	Maryville College	Maryville, Tenn	1842	1819	Presb	Rev. P. Mason Bartlett, D. D	5	115	46	50	111	
316	Christian Brothers' College	Memphis, Tenn	1872	1871	R. C	Brother Maurelian	6	120		60	40	
317	Mosheim Institute	Mosheim, Tenn	1870	1869	Lutheran	Rev. James M. Wagner, A. M		90	60	13	35	
318	Carson College	Mossy Creek, Tenn	1853	1850	Baptist	Rev. N. B. Goforth, A. M., D. D	1	80				
319	Central Tennessee College	Nashville, Tenn	1866	1866	Meth. Epis	Rev. J. Braden, D. D		11	7	18		f103
320	Fisk University	Nashville, Tenn	1867	1866	Cong	Rev. E. M. Cravath, M. A	1	49	14	63		
321	Vanderbilt University*	Nashville, Tenn	1873	1875	M. E. South	Landon C. Garland, LL. D., chancellor.	0	0	0	0	0	0
322	University of the South	Sewanee, Tenn	1858	1868	Prot. Epis	Rev. Telfair Hodgson, D. D., vice chancellor.	4	69		40	29	
323	Burritt College	Spencer, Tenn	1850	1850	Christian	T. W. Brents	1	17	30			
324	Greeneville and Tusculum College	Tusculum, Tenn	1794	1794	Non-sect	Rev. W. S. Doak, D. D		51	7	58		
325	Winchester Normal*	Winchester, Tenn				James W. Terrill						
326	Texas Military Institute* g	Austin, Tex		1868	Non-sect	Col. J. G. James, superintendent	0	0	0	0	0	

* From Report of the Commissioner of Education for 1879.
a Includes students preparing for other courses.
b These are in elementary studies.
c Normal students.
d Suspended for several years; the South Carolina College of Agriculture and the Mechanic Arts was organized October, 1880, in the buildings of the university (see Table X, Part 1).
e The female department is at Sweetwater, seven miles from Hiwassee College.
f In academic and English courses.
g Closed June, 1880.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					
							Number of instructors.	Students.				Number of students unclassified.
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
327	St. Mary's University*	Galveston, Tex	1856	1855	R. C	Rev. A. M. Truchard	....	85	.....	85	.....	a50
328	Southwestern University	Georgetown, Tex	1875	1840	M. E. South	Rev. Francis Asbury Mood, D. D., regent.	....	54	.....	25	29	.....
329	Baylor University	Independence, Tex	1845	1846	Baptist	Rev. Wm. Carey Crane, D. D., LL. D.	2	35	.....	12	23	.....
330	Mansfield Male and Female College*	Mansfield, Tex	1872	1869	Non-sect	Rev. John Collier	2	100	83	31	18	.....
331	Austin College	Sherman, Tex	1849	1850	Presb	Rev. H. B. Boude, D. D	....	49	.....	34	15	.....
332	Trinity University	Tehuacana, Tex	1870	1869	Cumb. Presb	Rev. W. K. Beeson, D. D	3	60	58	64	19	.....
333	Waco University*	Waco, Tex	1861	1807	Baptist	Rev. R. C. Burleson, D. D	3	.....	.....	.....	.....	.....
334	Marvin College*	Waxahachie, Tex	1873	1872	M. E. South	Rev. John R. Allen, A. M	5	23	20	.....	.....	.....
335	University of Vermont and State Agricultural College.	Burlington, Vt	1791 / 1865	1800 / 1865	Non-sect	Rev. Matthew H. Buckham, D. D	0	0	0	0	0	.....
336	Middlebury College	Middlebury, Vt	1800	1800	Cong	Rev. Cyrus Hamlin, D. D., LL. D	0	0	0	0	0	.....
337	Randolph Macon College	Ashland, Va	1830	1832	M. E. South	Rev. William W. Bennett, D. D	....	.....	.....	.....	.....	.....
338	Emory and Henry College	Emory, Va	1839	1838	M. E. South	Rev. David Sullins	....	14	.....	.....	.....	.....
339	Hampden Sidney College	Hampden Sidney College, Va	1783	1776	Presb	Rev. J. M. P. Atkinson, D. D	....	.....	.....	.....	.....	.....
340	Washington and Lee University*	Lexington, Va	1782	1749	Non-sect	Gen. G. W. C. Lee	0	0	0	0	0	.....
341	Richmond College	Richmond, Va	1840	1832	Baptist	B. Puryear, LL. D., chairman of faculty.	0	0	0	0	0	.....
342	Roanoke College	Salem, Va	1853	1853	Lutheran	Julius D. Dreher, A. M	1	24	.....	.....	.....	.....
343	University of Virginia	University of Virginia, Va	1819	1825	Non-sect	James F. Harrison, M. D., chairman of faculty.	....	.....	.....	.....	.....	.....
344	College of William and Mary	Williamsburg, Va	1693	1694	Prot. Epis	Benjamin S. Ewell, LL. D	2	.....	.....	.....	.....	.....
345	Bethany College*	Bethany, W. Va	1840	1841	Christian	W. K. Pendleton, LL. D	0	0	0	0	0	.....
346	West Virginia College	Flemington, W. Va	1868	1868	F. W. B	Rev. D. Powell	2	37	16	.....	.....	.....
347	West Virginia University	Morgantown, W. Va	1867	1867	Non-sect	Rev. J. R. Thompson, A. M	3	70	0	.....	.....	.....
348	Shepherd College	Shepherdstown, W. Va	1871	1871	Non-sect	Joseph McMurran, A. M	....	3	7	.....	.....	.....
349	Lawrence University	Appleton, Wis	1847	1849	Meth. Epis	Rev. E. D. Huntley, D. D., LL. D	....	68	34	9	49	.....

349	Lawrence University	Appleton, Wis	1847	1849	Meth. Epis	Rev. E. D. Huntley, D. D., LL. D	....	68	34	9	49	.....
350	Beloit College	Beloit, Wis	1846	1847	Presb. & Cong	Rev. Aaron L. Chapin, D. D	3	71	9	46	81	12
351	Galesville University	Galesville, Wis	1854	1859	Presb	J. W. McLaury, A. M	....	81	27	.....	.....	.....
352	University of Wisconsin	Madison, Wis	1848	1849	Non-sect	Rev. John Bascom, D. D., LL. D	....	24	9	33	.....	.....
353	Milton College	Milton, Wis	1867	1867	7th Day Bapt	Rev. William C. Whitford, A. M	....	63	39	.....	.....	.....
354	Racine College	Racine, Wis	1852	1852	Prot. Epis	Rev. Stevens Parker, S. T. D., warden.	(b)	(b)	.....	.....	.....	.....
355	Ripon College	Ripon, Wis	1851	1863	Cong	Rev. Edward H. Merrell, A. M., D.D.	4	89	86	60	115	.....
356	Northwestern University	Watertown, Wis	1864	1865	Lutheran	Rev. Augustus F. Ernst	....	56	.....	.....	.....	64
357	Georgetown College	Georgetown, D. C	1815	1789	R. C	Rev. P. F. Healy, S. J	....	97	.....	97	.....	.....
358	Columbian University	Washington, D. C	1821	1821	Non-sect	James C. Welling, LL. D	....	70	.....	23	.....	.....
359	Gonzaga College	Washington, D. C	1858	1848	R. C	Rev. Robert Fulton, S. J	5	123	.....	113	10	.....
360	Howard University	Washington, D. C	1867	1867	Non-sect	Rev. William W. Patton, D. D	1	18	.....	18	.....	.....
361	National Deaf-Mute College	Washington, D. C	1864	1864	Non-sect	Edward Miner Gallaudet, PH. D., LL. D.	....	32	0	.....	.....	.....
362	University of Deseret	Salt Lake City, Utah	1850	1850	Non-sect	John R. Park, M. D	3	98	61	.....	.....	.....
363	University of Washington Territory	Seattle, Wash. Ter	1861	1862	Non-sect	A. J. Anderson, A. M	5	(83)	.....	.....	.....	.....
364	Holy Angels' College	Vancouver City, Wash	0	1866	R. C	Rev. L. Schram	....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1879.

a In commercial course.

b See report of Grammar School of Racine College (Table VII).

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables

	Name.	Collegiate department.																									
		Corps of instruction.					Students in classical course.								Students in scientific course.												
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professorships.	Whole number of students.	Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.		Special or optional students.	No. of graduate students.	No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.
							Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
1	Southern University	4				*62																					5	40
2	Howard College	5	5	0	1	104																		6	0	0	4	40
3	Spring Hill College*	a28				a111																					6	40
4	University of Alabama	12	12	2	0	140																		0	0	0	4	40
5	Cane Hill College	3				16																					4	40
6	Arkansas Industrial University	15	15	0	0	b150	67	21	26	0	13	1	7	3	5	0	2	0	3		0		2	0	0	0	4	42
7	Judson University	6	5	1		17	3	4	2	1	3	2	1	1													4	36
8	St. John's College of Arkansas	8	8	0	0	108	16	12	7	10	5	7	6	2									43	0	0	0	5	40
9	College of St. Augustine	5	5			50	2		4		3		4		8		7		9		13						4	40
10	University of California	36	33	5	0	c145	(40)		(39)		(20)		(7)		(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	48		0	0	4	40
11	Pierce Christian College*	6	5	1	0	77	9	5	1		0	0	3	1	20	16	8	5	1	0			1	7	0	0	4	32
12	St. Vincent's College																											40
13	University of Southern California																											
14	St. Ignatius College	12																										
15	St. Mary's College	20	10	3	0	120	12		10		6		10		26		29		7		12		2	6			4	43
16	Santa Clara College	10	19	3	0	25																			0	0	4	44
17	University of the Pacific	13	13			75	5	0	5	3	4	1	5	0	12	15	6	2	0	0	1	5	11				4	41
18	Pacific Methodist College	5				73	(22)		(18)		(6)		(5)						1			1	20				3, 4	40
19	California College*	6	8		2	59	2	4	3	4	3	3	3	2	2	2		5					26					
20	Washington College	a10				77	14	5	15	11	2	15	2	3									10		0		4	40
21	Hesperian College	6	6			d99																	71				4	36
22	University of Colorado	5	5	0	0	16	e4	e4	e8															0	0	0	4	39
23	Colorado College*	8	5	3	0	39	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	34	0	0	5	4	36
24	University of Denver	12	7	5	0	2	1								1												4	40
25	Trinity College*	8	8	4	3	101	22		35		18				2		0		1				23			68	4	40
26	Wesleyan University		19	1		163	46	6	40	1	30	1	29	1									5	4			4	38

23	Colorado College*	12	7		5	0	2																						
24	University of Denver	8	8		4	3	101	22		35		18																	
25	Trinity College*		19		1		163	46	6	40	1	30	1	29	1	2		0		1				28	4			4	38
26	Wesleyan University																							8					
27	Yale College	f41				f12	c687	178		172		132		130		(c)		(c)		(c)		(c)		46	29	3	24	4	37
28	Delaware College	5					59																		7		30	4	41
29	University of Georgia	9	9			9	c83									(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)		2			4	
30	Atlanta University	a12					26																				1	4	36
31	Bowdoin College*	4	4			0	78	14	10	20	13	7	3	2	1									8				4	40
32	Gainesville College																												
33	Mercer University	6	6				96	9		24		34		28										1				4	38
34	Pio Nono College*	4	6				45	c26		c7		c5		c7														4	40
35	Emory College	8					141	40		43		24		27										7				4	40
36	Abingdon College		5				51							1										50	0	0	0	4	40
37	Hedding College	9	9				60	c17	c17	c1	c1	c10	c6	c6	c2													4	36
38	Illinois Wesleyan University	8	8	2	0		84																		0	0	0	4	39
39	St. Viateur's College	4	4	3	4		93																					7	45
40	Blackburn University*	7	7		4		69	5		2		3		1	1	18	13	8	6	1	6	3	2					4	40
41	Carthage College*	6	8	0			83							6	6													4	36
42	St. Ignatius College*	7	7	0	0		38	8		6		2		0		10		4		6		2			0	0	0	4	40
43	University of Chicago	11					74	(c15)		(c13)		(c11)		(c18)										17			*55	4	40
44	Eureka College*	6	6	0	0		102	9		10		7		3		7		15		1		1		p19	0	0	0	4	40
45	Northwestern University	10	10				183	13	A2	16	A6	19	A4	15	A5	A16	A18	A10	A5	Af0	A1	A5	A5	33				4	38
46	Ewing College*	6	5	1	0		32																					3, 4	39
47	Knox College	7	7	0	0		105	13		14	4	8	2	8		16	7	9	9	5	2	3	3	2	0	0	0	4	39
48	Lombard University	6	6				22	1	3	2		1	1	3		3	1	3	1	1		1	2					4	40
49	Irvington College	6	6	0	0																				0	0	0		40
50	Illinois College	9	9	0	3		78	5		5		8		11		22		13		7		7			0	0	610	4	38
51	Lake Forest University	9	8	1			75	15	2	10	2	6	3	3	2	12	5	3	1		6				5		3	4	38
52	McKendree College	8	8				f128																		0	0	0	4	40
53	Lincoln University*	11	11			10	199	50	16	60	13	30	10	16	4													6	40
54	Monmouth College*	8	3				152	21	6	13	3	12	2	22	2	4	11			2	5	2	6	41				4	40
55	Mt. Morris College																											4	40
56	Northwestern College	6	6				73	1		3		2		2		1	2	3	1	5		3	2	48				4	39
57	Chaddock College*	a8					a156																					4	39
58	Augustana College*		6	0			61	23	0	18	0	14	0	5		3												4	40
59	St. Joseph's College	6	6				28	8		8		6		6														5	42
60	Shurtleff College	5	5	0	k7		48	16	0	3	3	5	5	5	2									9			15	4	39
61	Illinois Industrial University	(l)					(l)																		(l)	0	0	4	36
62	Westfield College	5	7	0	0		33	4		3	1	2		2		5	6	1	2	2		1		4				4	40
63	Wheaton College	14					52																	20				4	39
64	The Indiana University	10					183	52	17	38	12	28	5	23	7										1			4	40
65	Wabash College*	11	11				96	12	0	20	0	21	0	15	0	7	0	5	0	4	0	6	0	6				4	39
66	Concordia College	a7	a7				a236																					6	41
67	Fort Wayne College																												42
68	Franklin College	6	6				36	4	1	5	1	2		4		4					1			14				4	37
69	Indiana Asbury University	12					212	(A44)		(A50)		(A37)		(A24)										57				4	40
70	Hanover College	9	8	1	5		50	13		3		13		7		4		4		8		5		2				4	38
71	Hartsville University	4	4		1		31	1				2		1	1	11	2	6		4		3						4	39

* From Report of the Commissioner of Education for 1879.
a Total for all departments.
b Whole number of students in college classes proper.
c For students in scientific department, see Table X, Part 1.
d In 1879.
e Under classical are included students in scientific course.
f For the department of philosophy and the arts.
g These are academic students.
h Includes students in other collegiate courses.
i Includes one only partially endowed.
j There were 49 students in elocution and phonetics and 39 in music.
k Six are only partially endowed.
l See Table X, Part 1.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Collegiate department.																								
		Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								Special or optional students.	No. of graduate students.	No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.
							Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.							
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professorships.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
72	Butler University	12	10	2	6	78	a8	1	a6	1	a10	1	a5	a4	5	5	2	2	3	1	1	2	13	8	....	.....	4	40
73	Union Christian College	8	7	1	.....	40	2	....	....	....	1	....	2	....	3	1	2	1	4	....	....	....	24	....	....	.....	4, 6	37
74	Moore's Hill College	6	6	....	.....	48	2	....	3	....	1	....	1	....	8	13	6	8	....	....	3	2	....	1	....	.....	4	40
75	Earlham College	6	6	0	0	41	6	9	2	1	0	3	1	2	3	2	2	3	1	0	1	0	5	....	....	.....	4	39
76	Ridgeville College	5	4	1	1	44	3	1	1	1	1	1	3	0	7	6	0	1	1	0	4	0	13	1	....	50	4	36
77	St. Meinrad's College	9	9	.....	.....	65	12	....	6	....	18	....	10	....	13	....	....	....	....	....	....	....	....	6	....	....	.....	7	42
78	Amity College	4	4	.....	.....	12	....	....	....	....	....	....	....	....	....	....	....	....	6	2	2	2	....	....	....	....	.....	4	39
79	Griswold College	7	6	1	3	13	4	....	1	....	....	....	1	....	....	....	....	....	2	....	2	....	3	....	0	0	4	36
80	Norwegian Luther College*	8	8	0	0	88	26	0	20	0	14	0	20	0	0	0	0	0	0	0	0	0	58	0	0	0	6	43
81	University of Des Moines*	4	4	1	.....	13	....	....	....	....	2	2	1	....	....	....	....	....	....	....	1	1	6	....	....	1	4	36
82	St. Joseph's College	6	6	.....	.....	117	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	5	42
83	Parsons College	6	6	2	0	57	(12)		1	0	(5)		(7)		(11)		1	0	....	1	(9)		10	0	0	0	4	38
84	Upper Iowa University	4	4	0	1	47	5	2	3	2	3	1	4	2	5	3	5	3	1	....	2	1	5	....	....	.....	4	37
85	Iowa College	10	16	1	a7	82	16	4	15	6	4	1	7	1	8	1	4	1	1	....	1	....	11	1	....	11	4	38
86	Simpson Centenary College	8	8	.....	.....	53	5	5	4	3	....	3	2	1	....	....	4	7	5	3	4	3	4	....	....	.....	4	37
87	State University of Iowa	17	17	0	0	218	30	10	32	10	23	9	22	7	18	7	9	0	9	1	3	0	27	0	0	0	4	38
88	German College	d11	d11	.....	.....	23	2	....	1	....	2	....	....	....	6	....	2	....	....	....	....	....	10	....	....	.....	4	39
89	Iowa Wesleyan University	11	....	.....	.....	99	5	1	5	4	4	1	2	3	25	6	16	5	2	3	2	1	14	....	....	.....	4	38
90	Cornell College	9	9	0	3	91	15	1	3	1	2	1	3	0	9	19	8	3	6	1	2	1	e9	7	0	186	4	37
91	Oskaloosa College*	7	7	.....	1	26	7	6	3	1	2	5	1	1	....	....	....	....	....	....	....	....	....	....	....	.....	4	40
92	Penn College	5	5	.....	.....	34	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	37
93	Central University of Iowa	7	7	.....	.....	50	8	6	6	2	4	3	2	1	3	4	2	3	3	2	1	....	....	....	....	.....	4	42
94	Whittier College and Normal Institute	f7	f5	f2	.....	f140	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	4	44
95	Tabor College	8	8	0	.....	92	5	0	4	2	1	2	2	0	14	26	5	8	2	3	1	0	17	....	0	0	4	38½
96	Western College*	5	5	.....	.....	41	8	7	6	4	7	4	3	2	....	....	....	....	....	....	....	....	....	....	....	43	4	39
97	St. Benedict's College*	7	7	0	0	25	6	....	5	....	2	....	....	....	5	....	4	....	3	....	....	....	....	0	0	0	4	42
98	Baker University	4	4	0	0	19	3	3	4	3	2	0	....	0	2	2	0	0	0	0	....	0	....	....	....	.....	4	40

99	Highland University	3	3	0	.....	12	3	2	a13	.....	2	1	3	1	.....	.....	.....	.....	.....	.....	.....	.....	7	2	0	.....	4	39
100	University of Kansas	16	15	1	0	114	a29	a20	.....	a10	a13	a10	a6	a4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
101	Lane University	2	.....	.....	.....	18	.....	.....	.....	.....	.....	.....	.....	.....	4	4	2	1	1	1	5	.....	7	2	0	.....	4	39
102	Ottawa University	4	4	.....	.....	95	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
103	St. Mary's College	16	16	.....	.....	17	7	.....	.....	.....	7	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	40
104	Washburn College	7	7	0	.....	23	4	1	4	1	2	1	.....	.....	6	3	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	4	36
105	St. Joseph's College*	f17	.....	.....	.....	f84	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
106	Berea College	4	4	0	(g)	h34	h3	.....	.....	.....	h2	.....	h4	.....	h6	h6	h3	h3	h1	h5	h1	.....	.....	.....	.....	.....	4	37
107	Cecilian College*	10	10	0	0	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	4	40
108	Centre College	6	6	0	i1	96	28	.....	.....	16	.....	20	.....	15	.....	5	.....	3	.....	6	.....	3	.....	.....	0	0	20	4	40
109	Eminence College*	10	10	0	0	83	2	5	7	3	4	10	4	1	5	14	3	7	5	2	1	7	.....	3	0	0	4	40
110	Kentucky Military Institute	7	7	.....	0	91	3	.....	.....	.....	.....	.....	1	.....	26	.....	.....	.....	16	.....	12	.....	j33	.....	.....	.....	.....	(k)	40
111	Georgetown College	6	6	.....	.....	97	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	4, 6	45
112	Kentucky University	3	3	0	1	66	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	5	40
113	Kentucky Wesleyan College	4	4	.....	.....	79	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	38
114	Murray Male and Female Institute and West Kentucky Normal School.	f7	f7	.....	.....	f185	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	40
115	Concord College	4	3	1	.....	97	4	2	.....	.....	.....	.....	.....	.....	21	11	8	8	2	3	.....	.....	37	1	.....	.....	4	.....
116	Kentucky Classical and Business College.*	17	9	8	0	104	f25	.....	.....	f51	3	10	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	3	6	0	0	4	40
117	Central University	5	5	.....	1	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	4	40
118	Bethel College k	f7	.....	.....	.....	f105	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
119	St. Mary's College	10	10	.....	.....	57	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	42
120	Louisiana State University and Agricultural and Mechanical College.	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
121	Jefferson College (St. Mary's)	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	6	40
122	St. Charles College*	3	3	.....	.....	15	3	.....	3	.....	.....	.....	.....	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	5	44
123	Centenary College of Louisiana	4	.....	.....	.....	35	16	.....	10	.....	4	.....	0	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
124	Leland University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
125	New Orleans University*	4	1	3	0	23	4	.....	3	.....	.....	.....	3	.....	3	3	2	4	.....	.....	.....	1	.....	.....	.....	.....	4	34
126	Straight University	7	7	0	0	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	2	4	34
127	University of Louisiana	6	7	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....
128	Bowdoin College	.....	(f25)	.....	.....	149	39	.....	30	.....	48	.....	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	45	4	38
129	Bates College	.....	7	.....	*3	133	35	7	30	6	26	2	25	2	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	21	4	36
130	Colby University	8	8	0	2	149	(35)		(40)		(38)		(36)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	69	4	30
131	St. John's College	9	10	.....	.....	64	17	.....	13	.....	17	.....	8	.....	1	.....	.....	.....	1	.....	.....	.....	6	1	0	20	4	41
132	Baltimore City College	13	.....	.....	.....	524	265	.....	138	.....	86	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	m15	.....	.....	.....	5	44
133	Johns Hopkins University	33	31	2	.....	n159	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	59	20	.....	.....	38
134	Loyola College	14	.....	.....	.....	70	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	4	44
135	Washington College	3	3	.....	.....	40	o14	.....	o9	.....	o7	.....	o4	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	4	40
136	Rock Hill College	10	9	1	.....	45	25	.....	15	.....	3	.....	.....	.....	.....	.....	.....	.....	1	.....	1	.....	.....	.....	.....	.....	4	40
137	St. Charles College	13	13	0	0	115	o40	.....	o20	.....	o29	.....	o26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
138	Frederick College	3	3	0	0	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	(k)	40
139	Western Maryland College	10	5	5	0	78	20	13	18	.....	6	10	6	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	p38	3, 4	42

* From Report of the Commissioner of Education for 1879.
a Includes students in other collegiate courses.
b These are normal students.
c Three are only partially endowed.
d Includes 8 from the Iowa Wesleyan University, who instruct in English branches.
e Students in civil engineering.
f Total for all departments.
g Present endowment, $80,000.
h These statistics are for the year 1879.
i Partially endowed.
j Includes commercial students.
k Not prescribed.
l In freshman and sophomore classes.
m These are fifth year students in the classical course.
n Total number of scholars, including fellows.
o Under classical are included students in scientific course.
p 26 are provided by the State, and are for free board, tuition, and books.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Collegiate department.																									
		Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								Special or optional students.	No. of graduate students.	No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.
							Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.							
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professorships.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
140	Amherst College	25	22	3	9	339	79	..	104	....	69	....	74	....	3	....	3	....	....	....	5	....	....	2	0	.....	4	37
141	Boston College	14	12	2	0	186	102	0	30	0	10	0	a22	0	....	0	0	0	0	0	..	0	0	2	0	25	4	41
142	Boston University, College of Liberal Arts	18	.....	.....	.....	107	8	8	11	12	12	9	19	5	....	....	....	....	....	....	....	....	4	19	....	.....	4	38
143	Harvard College	56	.....	.....	14	b886	243	....	204	....	198	....	195	....	(c)	....	(c)	....	(c)	....	(c)	....	d49	2	7	117	4	39
144	Tufts College	12	11	1	.....	63	17	....	13	....	12	....	16	....	....	....	....	....	....	....	....	....	....	5	0	27	4	39
145	Williams College	12	12	.....	.....	227	72	....	57	....	45	....	53	....	....	....	....	....	....	....	....	....	....	....	....	e32	4	38
146	College of the Holy Cross*	....	(19)	.....	.....	91	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	40
147*	Adrian College	11	11	0	(f)	61	g16	g3	g5	....	g3	....	g6	g1	....	....	....	....	....	....	....	....	27	....	....	.....	4	39
148	Albion College*	11	11	0	.....	140	6	8	4	6	4	1	10	9	3	0	2	1	3	1	1	....	A81	....	....	.....	4	37
149	University of Michigan	33	33	.....	.....	521	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	....	....	3-4	40
150	Battle Creek College	14	14	0	.....	15	....	....	....	....	....	....	1	....	5	4	....	....	3	2	....	....	....	....	0	0	4	40
151	Grand Traverse College	2	.....	.....	.....	40	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....
152	Hillsdale College	19	17	2	4	96	1	2	7	1	3	1	4	2	14	15	10	8	6	6	11	3	....	2	....	.....	4	38
153	Hope College	6	5	1	0	45	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	4	40
154	Kalamazoo College	5	5	0	1	44	11	2	6	0	3	1	5	0	2	5	0	1	0	1	0	4	3	0	0	30	4	38
155	Olivet College	15	14	1	3	149	6	....	6	1	9	2	4	....	16	g24	5	g13	1	g6	....	g5	51	....	0	0	4	40
156	St. John's College*	f20	f20	.....	.....	f76	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	5	40
157	Augsburg Seminary (Greek department)	*6	*6	.....	.....	48	18	....	16	....	7	....	7	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	30
158	Hamline University k	8	.....	.....	.....	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	....
159	Macalester College l	....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	36
160	University of Minnesota	17	15	2	0	m159	9	3	15	4	9	0	4	2	28	22	24	15	4	7	9	4	....	....	0	0	4	38
161	Carleton College	11	11	0	.....	63	7	g3	g7	g2	10	2	9	g4	3	1	8	1	1	0	1	2	0	2	0	0	4	38
162	Mississippi College	7	7	0	0	75	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	0	0	(n)	40
163	Shaw University	5	5	.....	0	20	4	....	....	....	4	1	....	....	2	....	2	....	1	....	....	....	4	2	....	.....	4	36
164	University of Mississippi	....	8	0	.....	184	33	....	26	....	18	..	5	....	70	....	16	....	14	....	2	....	....	....	....	.....	4	39½
165	Alcorn University	6	.....	.....	.....	5	....	....	....	....	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	39

166	St. Vincent's College*	11	1		0	73																						5	41		
167	University of the State of Missouri	c36	c28	18	0	d555																						6	36		
168	Central College	5	5		3	89																						6	(o)	0	6	36	
169	Lewis College p																											0	0	0	4	40	
170	Pritchett School Institute p																														4		
171	La Grange College	c13				c101																									4	34	
172	William Jewell College	5	7			129																						4			4	38	
173	St. Joseph College																														2	40	
174	College of the Christian Brothers	c38				c250																									4		
175	St. Louis University	21	21	0	0	173	95	0	40		9	0	9	0														0	20	0	0	6	40	
176	Washington University	q20	q20	q5		q75	q22	q4	q14	q3	q9	q1	q14															q8			30	4	40	
177	Drury College	13				185	a18	a14	a1	a5	a3	a2	a10	a5														126	1		11	4	37	
178	Stewartsville College	3	3	0	0	35	8	7	6	4	2	3	0	0														5	0	0	0	4	40	
179	Central Wesleyan College	6	6		2	70	1		4		2	1	2		9		3	1	2								45			1	4	40	
180	Doane College	5	5		2	15			3				2		1	3	2			2	1	1								2	4	39	
181	University of Nebraska*	10	10			90	5	5	6	0	5	4	4	0	7	3	3	1	2	1	2	1	41							4	37	
182	Creighton University																														6	40	
183	Nebraska Wesleyan University	9	6	3		12	6	4	1	1																					4	36	
184	State University of Nevada r																															42	
185	Dartmouth College	15	15	0	s5	c247	64		76		58		49		(c)		(c)		(c)		(c)				0	0	100				4	38	
186	St. Benedict's College*	5	5			49																									3	40	
187	Rutgers College	15	15	0	t2	u101	20	0	22	0	27	0	30	0	(u)		(u)		(u)		(u)		(u)		2	0	0				4	36	
188	College of New Jersey	25	37	0	11	c428	80		106		90		93		(c)		(c)		(c)		(c)		c11		c39	8	63				4	38	
189	Seton Hall College	c14				c110																									4		
190	Alfred University v	c16				71																										39	
191	St. Bonaventure's College	10	14	1		91	15		10		a18		a17		16		15														6	40	
192	St. Stephen's College	5	5	0	0	37	12	0	10	0	4	0	7	0	0		0		0		0		4	0	0	38				4	37	
193	Wells College		12	2		32		5		4		2		6		8		1		1		1	5							4	40	
194	Brooklyn Collegiate and Polytechnic Institute.	13	13	0	0	131	39		12						25		4		4		2		45	0	0	0				4	40	
195	St. Francis College*	12	8	4	0																										6	40	
196	St. John's College*	10	9	1	0	119	15		16		9		12		17		12		11		11		w16								5	40	
197	Canisius College	15	13	2		194	22		14		18		12		16		24		21		20		22	16							6	44	
198	St. Joseph's College	10	7			22	12		8				2																		4	44	
199	St. Lawrence University	7	6	1	1	40			3	3	1	1	2		3	1	6		2	7	2		9				11				4	39	
200	Hamilton College	13	13		9	160	46		39		40		35														24				4	38	

* From Report of the Commissioner of Education for 1879.

a Under classical are included students in scientific course.

b Includes holders of fellowships.

c For students in scientific department, see Table X, Part 2.

d Includes unmatriculated students and candidates for higher degrees.

e The aggregate amount of scholarship funds is $120,000; the portion not represented by the 32 scholarships given above is not divided into separate scholarships.

f Endowment of about $85,000.

g Includes students in other collegiate courses.

h Students in school of art and in teachers' department.

i Total for all departments.

j In classical and commercial courses.

k After several years' suspension reopened in 1880.

l Suspended for several years; Baldwin School, the preparatory department, was reopened September, 1880.

m Students in colleges of agriculture and the mechanic arts are included.

n Not prescribed.

o Fund of $30,000 to aid needy youth of Boone County.

p The trustees of Lewis College and Pritchett School Institute on June 18, 1880, consolidated the two institutions, which consolidation was, however, severed before the opening of the fall session of 1880, and the institutions remain separate upon the same basis and doing the same work as before.

q Includes report of O'Fallon Polytechnic Institute.

r Preparatory department only organized.

s Also 6 partially endowed.

t Partially endowed.

u For students in scientific department, see Table X, Part 1.

v These statistics are for 1879.

w These are in commercial department.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Collegiate department.																									
		Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								Special or optional students.	No. of graduate students.	No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professorships.		Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.							
							Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
201	Elmira Female College	12	10	2	1	72	....	17	....	13	....	10	....	7	....	19	....	4	....	2	....	....	....	....	....	a1	4	40
202	St. John's College *b*	*c*25	....	....	....	49	13	....	12	....	14	....	10	....	....	....	....	....	....	....	....	....	....	....	....	....	4, 5	40
203	Hobart College	9	9	0	5	60	16	....	11	....	13	....	12	....	2	....	0	....	5	....	....	....	1	0	0	27	4	37
204	Madison University	11	11	....	....	93	21	....	23	....	23	....	11	....	4	....	....	....	4	....	....	....	7	....	....	....	4	38
205	Cornell University	....	47	2	1	*d*120	28	4	22	7	23	6	20	3	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	....	....	7	....	4	36
206	Ingham University *b*	12	....	....	....	132	....	....	*e*48	*e*2	....	....	*e*22	....	*e*17	....	....	....	....	....	....	....	40	3	0	128	4	36
207	College of St. Francis Xavier	18	....	4	....	157	45	....	46	....	24	....	30	....	....	....	....	....	....	....	....	....	....	12	....	....	3, 4	40
208	College of the City of New York	15	21	0	0	523	163	....	67	....	51	....	25	....	101	....	50	....	41	....	25	....	0	0	0	17	5	40
209	Columbia College	14	....	26	....	285	92	....	81	....	63	....	49	....	....	....	....	....	....	....	....	....	....	....	0	0	5	36
210	Manhattan College	15	12	3	0	106	*f*38	....	*f*31	....	*f*22	....	*f*12	....	....	....	....	....	....	....	....	....	....	....	6	33	4	32
211	Rutgers Female College	7	....	0	....	38	....	6	....	5	....	4	....	2	....	4	....	2	....	1	....	3	10	1	0	0	4	40
212	St. Louis College	....	....	....	....	*g*73	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
213	University of the City of New York	15	....	....	....	110	*f*34	....	*f*29	....	*f*29	....	*f*18	....	....	....	....	....	....	....	....	....	....	....	....	....	3, 4	....
214	Vassar College	....	30	0	....	217	....	39	....	44	....	35	....	46	....	....	....	....	....	....	....	....	*e*53	....	0	2	4	40
215	University of Rochester	9	9	0	3	158	*f*49	....	*f*32	....	*f*26	....	*f*30	....	....	....	....	....	....	....	....	....	21	0	0	7	4	39
216	Union College	....	17	9	3	173	24	....	21	....	23	....	24	....	20	....	13	....	10	....	13	....	20	5	5	....	4	40
217	College and Seminary of Our Lady of Angels.	16	16	0	0	110	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	42
218	Syracuse University	8	8	0	....	139	*f*33	*f*8	*f*37	*f*7	*f*22	*f*10	*f*17	*f*4	....	....	....	....	....	....	....	....	1	....	0	0	4	39
219	University of North Carolina	11	16	1	0	171	29	....	38	....	29	....	17	....	4	....	3	....	5	....	0	....	46	0	0	101	4	40
220	Biddle University	4	....	....	0	20	6	....	4	....	4	....	3	....	1	....	1	....	....	....	1	....	....	....	....	....	4	34
221	Davidson College	6	6	....	....	109	36	....	23	....	23	....	11	....	5	....	....	....	1	....	1	....	9	....	....	....	4	40
222	Rutherford College	11	6	5	0	238	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	0	1	(*h*)	40
223	North Carolina College*	4	4	....	....	13	8	....	0	....	2	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	4	40
224	Shaw University*	16	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	....
225	Trinity College	5	5	0	0	67	26	....	11	....	7	....	14	....	8	....	7	....	2	....	0	....	10	0	0	....	....	....
226	Wake Forest College	7	7	0	....	181	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	12	4	42

227	Buchtel College	6	6	0	4	47	3	1	3	1	2	1	5	0	8	4	7	6	0	1	3	....	0	2	0	31	4	39
228	Ashland College	6	6	0	0	47	2	2	0	1	....	....	2	0	6	3	3	3	1	2	2	0	20	....	....	....	4	39
229	Ohio University	5	5	....	....	43	6	1	3	1	6	....	2	....	1	2	9	3	4	1	2	....	2	....	....	....	4	39
230	Baldwin University	10	10	....	....	131	2	....	1	2	2	....	2	1	21	8	8	6	5	3	7	3	60	....	....	....	4	38
231	German Wallace College	6	5	1	0	60	14	....	6	....	4	0	3	0	14	3	10	1	5	0	0	0	....	0	0	....	4	40
232	Hebrew Union College	5	5	....	....	15	8	....	7	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	40
233	St. Joseph's College*	*c*9	....	....	....	*c*155	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	42
234	St. Xavier College*	15	15	0	0	58	18	....	13	....	13	....	14	....	....	....	....	....	....	....	....	....	....	....	....	....	4	43
235	University of Cincinnati*	10	10	0	0	104	4	....	2	1	....	....	2	....	6	....	7	....	4	2	1	1	470	4	0	0	4	37
236	Farmers' College	10	10	....	....	15	2	....	1	....	1	1	....	....	2	5	....	....	1	2	....	....	....	....	....	....	4	40
237	Capital University	6	6	....	....	24	9	....	5	....	6	....	4	....	....	....	....	....	....	....	....	....	....	....	....	....	4	40
238	Ohio State University	(*j*)	....	....	....	(*j*)	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	37
239	Ohio Wesleyan University	17	16	1	5	270	53	2	25	4	25	1	27	1	20	*k*25	15	*k*20	6	*k*17	3	*k*22	4	....	....	....	4	37
240	Kenyon College	....	8	2	....	66	23	....	18	....	9	....	7	....	....	....	....	....	....	....	....	....	9	....	....	....	4	38
241	Denison University	6	6	0	....	65	21	....	6	....	9	....	9	....	9	....	2	....	1	....	4	....	4	....	....	....	4	39
242	Hiram College	6	6	....	2	194	....	....	....	....	2	1	....	....	*k*14	*k*4	*k*3	*k*5	*k*7	*k*1	*k*4	0	153	....	....	33	4	30
243	Western Reserve College	6	6	....	3	66	25	....	10	....	7	....	15	....	7	....	2	....	....	....	....	....	....	....	....	....	4	39
244	Ohio Central College*	4	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	38
245	Marietta College	9	6	....	....	71	15	....	15	....	19	....	12	....	6	....	2	....	1	....	0	....	1	....	....	33	4	38
246	Mt. Union College	....	13	2	....	*l*m243	(*f*m116)		(*f*m48)		(*f*m39)		(*f*m40)														4	37
247	Franklin College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	13	....	4	40
248	Muskingum College	8	8	....	....	50	7	....	5	....	5	....	6	....	4	7	2	8	5	....	5	5	....	....	....	....	5	39
249	Oberlin College*	12	12	....	....	324	60	12	37	8	28	7	21	8	....	*n*40	....	*n*29	....	*n*26	....	*n*16	32	....	....	....	4	38
250	Rio Grande College	4	4	....	3	9	4	....	2	....	....	....	....	....	3	....	....	....	....	....	....	....	....	....	....	....	4	40
251	Scio College	8	8	....	....	67	4	1	3	1	1	....	1	....	6	3	8	3	12	3	13	....	8	....	....	....	4	42
252	Miami Valley College*	5	....	0	0	11	7	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	4	40
253	Wittenberg College	....	9	1	2	69	15	....	12	1	15	1	8	....	5	5	5	....	2	....	....	....	....	....	....	....	4	40
254	Heidelberg College	6	6	0	....	71	*f*31	*f*4	*f*7	*f*2	6	....	*f*17	*f*4	....	....	....	....	....	....	....	....	....	....	0	....	4	39
255	Urbana University	4	5	....	....	15	....	....	....	....	1	....	....	....	4	....	1	....	1	....	1	....	7	....	....	....	4	39
256	Otterbein University	7	7	0	5	75	7	3	3	1	3	1	4	0	15	11	10	7	2	4	1	3	....	....	....	....	4	39
257	Wilberforce University*	7	5	8	0	4	0	0	1	....	3	....	0	0	....	....	....	....	....	....	....	....	....	....	....	3	4	42
258	Willoughby College*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	39
259	Wilmington College*	5	5	0	0	43	12	8	3	1	1	1	4	1	....	....	....	....	....	....	....	....	....	12	0	0	4	39
260	University of Wooster	14	11	3	4	181	39	1	23	3	27	2	14	2	*k*7	*k*4	*k*7	*k*4	*k*6	*k*3	*k*1	*k*2	36	....	....	....	4	36
261	Antioch College	5	....	....	6	19	5	1	2	1	1	1	0	0	....	....	....	....	....	....	....	....	8	0	0	0	4	38
262	Corvallis College	....	*c*4	....	....	*c*163	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	60	6	40
263	University of Oregon	5	5	....	....	114	*f*35	*f*20	*f*11	*f*12	*f*13	*f*3	*f*15	*f*5	....	....	....	....	....	....	....	....	0	....	....	113	4	40
264	Pacific University and Tualatin Academy.	4	4	....	1	16	1	1	2	....	3	....	1	....	2	*k*3	1	....	1	....	....	....	1	0	0	0	3, 4	39
265	Blue Mountain University	....	....	0	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	4	36
266	McMinnville College*	4	2	2	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	40
267	Christian College	*c*7	....	....	....	*c*152	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	40
268	Philomath College	4	2	0	1	37	12	4	5	1	2	2	0	0	....	....	....	....	....	....	....	....	11	....	....	....	4	40
269	Willamette University	7	9	....	....	20	4	5	3	2	....	1	1	2	....	....	....	....	....	....	....	....	1	1	....	18	4	40
270	Muhlenberg College	7	6	1	....	72	*f*27	....	*f*19	....	*f*16	....	*f*10	....	....	....	....	....	....	....	....	....	....	....	32	0	4	40

* From Report of the Commissioner of Education for 1879.
a Also an "aid fund" of $25,000.
b These statistics are for 1879.
c Total for all departments.
d For students in scientific department, see Table X, Part I.
e Includes students in arts.
f Under classical are included students in scientific course.
g Students from 1878 to 1880.
h Not prescribed.
i Includes students in literary course.
j See Table X, Part I.
k Includes students in other collegiate courses.
l There are 286 students in the departments of music and fine arts.
m In 1879.
n These are in literary course.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Collegiate department.																											
		Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								Special or optional students.	No. of graduate students.	No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professorships.		Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.							
							Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
271	Lebanon Valley College	7	7	.....	.....	69	6	....	2	....	5	1	5	1	3	2	5	....	5	4	2	4	24	....	....	.....	4	40
272	St. Vincent's College	a33	.....	.....	.....	130	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3, 5	.....
273	Dickinson College*	7	7	.....	.....	66	23	0	12	0	14	0	9	0	6	0	1	0	0	0	1	0	....	....	0	(b)	3, 4	39
274	Pennsylvania Military Academy	11	11	0	0	92	c31	....	c25	....	c23	....	c13	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	36
275	Lafayette College	23	20	3	5	d178	60	....	39	....	36	....	42	....	(d)	....	(d)	....	(d)	....	(d)	....	d1	0	0	4	39
276	Pennsylvania College	8	8	0	5	99	32	....	28	....	16	....	18	....	.....	.....	.....	.....	.....	.....	.....	.....	5	0	.....	.....	4	39
277	Thiel College	6	.....	.....	.....	42	14	4	10	....	3	4	5	....	.....	.....	.....	.....	.....	.....	1	....	....	1	....	5	4	39
278	Haverford College	10	9	1	.....	78	9	....	15	....	8	....	12	....	7	....	12	....	8	....	5	....	....	2	....	e28	4	38
279	Monongahela College	5	5	.....	f4	89	6	7	11	3	1	....	.....	.....	1	2	2	....	0	....	.....	.....	48	8	....	.....	6	39
280	Franklin and Marshall College	8	7	1	1	90	18	....	31	....	18	....	23	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	39
281	University at Lewisburg*	7	7	0	2	44	18	....	9	....	10	....	7	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	4	40
282	Lincoln University	.....	6	3	.....	98	41	....	25	....	20	....	12	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	10	4	38
283	St. Francis College	9	.....	.....	.....	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
284	Allegheny College	13	13	....	3	108	g24	g5	g27	g6	g13	g2	g17	g4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	37
285	Mercersburg College	6	6	.....	.....	11	4	.....	3	.....	3	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
286	Westminster College	8	8	.....	.....	110	22	....	24	2	17	1	14	1	2	3	.....	.....	.....	2	1	2	19	.....	.....	.....	4	38
287	La Salle College	....	12	2	.....	91	16	....	12	....	10	....	6	....	12	....	10	....	8	....	5	....	12	....	0	0	4	44
288	St. Joseph's College	16	14	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
289	University of Pennsylvania	16	16	0	2	d139	43	....	31	....	29	....	24	....	(d)	....	(d)	....	(d)	....	(d)	....	d12	....	0	50	4	35
290	Pittsburgh Catholic College	11	8	3	.....	115	7	....	8	....	10	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	h90	.....	.....	.....	5	44
291	Western University of Pennsylvania	10	10	.....	.....	97	11	....	6	....	0	....	4	....	20	....	8	....	5	....	1	....	42	....	....	.....	4	40
292	Lehigh University	11	15	.....	.....	75	6	....	1	....	3	....	2	....	35	....	12	....	8	....	8	....	.....	.....	.....	1	4	40
293	Swarthmore College	16	14	2	0	129	g8	g22	8	g12	g5	g5	2	7	23	0	7	0	5	0	4	0	20	1	0	.....	4	40
294	Augustinian College of Villanova	11	9	2	.....	122	18	....	20	....	25	....	15	....	7	....	10	....	10	....	5	....	....	12	....	.....	4	....
295	Washington and Jefferson College	8	8	.....	3	143	32	....	47	....	26	....	21	....	.....	.....	.....	.....	.....	.....	.....	.....	17	....	....	.....	4	39
296	Waynesburg College*	6	6	.....	3	a117	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
297	Brown University	17	17	0	3	247	c76	....	c67	....	c58	....	c43	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	....	114	4	40

298	College of Charleston	7				30	c7		c2		c9		c12											0	0	8	4	40
299	University of South Carolina[i]																												
300	Erskine College	5	5			53	10		16		13		8		2		0		0		6		4				4	40
301	Furman University	4																									4–5	40
302	Newberry College	5	5			44	13		16		5		3		6		0				1						4	40
303	Claflin University and South Carolina Agricultural College and Mechanics' Institute.*	5	5			14									10	2	2										4	33
304	Wofford College	9	9			83	c40		c21		c11		c11														4	36
305	Adger College	5	5	0	0	32	4		7		8		2										11				4	40
306	East Tennessee Wesleyan University	7	7	0	0	161	2	1	2	1	0		9	1	71	28	25	8	5		5	2		1	0	5	6	40
307	King College	4			f2	29	12		5		6		6														4	40
308	Southwestern Presbyterian University	6	6	0	0	77																		0	0	12	(j)	40
309	Hiwassee College	9	9			193																					4	40
310	Southwestern Baptist University	7	7			187																		2			(j)	40
311	University of Tennessee and State Agricultural College.	13	14	0		154	21		10		11		7		60		20		12		4			0	0	275	4	40
312	Cumberland University	5	4	2	0	38	14		8		13		3														4	40
313	Bethel College	4				a132																					4	40
314	Manchester College*	2	2	0	0	27	10	8	6	3																	4	40
315	Maryville College	4	10			37	3		13	1	3		5	1									8	3			4	39
316	Christian Brothers' College	12	10	2	0	60	14		21		15		0										10	0			4	40
317	Mosheim Institute	3	3			23	5	6			2		2		8											3	4	40
318	Carson College	3	3			62	21		10		22		9														4	40
319	Central Tennessee College	5	5			18	4	3	3		1	1	4						1		1			0	0	0	4	36
320	Fisk University	6	6		0	24	6	2	8	1	1		6														4	40
321	Vanderbilt University*	15	14	1		191																		7	4	6	4	39
322	University of the South	9	9	1		120																	15				5	40
323	Burritt College	10	10	0	0	117																		1	0	0	4–6	40
324	Greeneville and Tusculum College	6	6			48	23	1	13	1	7	1	2														4	32
325	Winchester Normal*	a7				a222																					4	40
326	Texas Military Institute*k	5	5	0	0	40																		0	0	4	3	40
327	St. Mary's University*					15																						
328	Southwestern University	7	7			103	42		22		8		8		8		9		5		1						4	40
329	Baylor University	6	6	5	f2	85	15		10		6		3		25		12		9		4			1	0	0	3–5	40
330	Mansfield Male and Female College*	4	6	0	0	78	8	7	9	6	7	5	4	6	2	4	3	2	4	3	2	3		3		0	4	40
331	Austin College	3			f3	27	16		9		2																4	40
332	Trinity University	5				119																		6			4	40
333	Waco University*	a11				a300																					4	40
334	Marvin College*	4				98																					4	40
335	University of Vermont and State Agricultural College.	10	8	2	1	163	15	3	11	1	15	0	14	4	(l)	(l)	(l)		(l)	0	(l)	(l)	(l)	0	0	17	4	38

* From Report of the Commissioner of Education for 1879.
a Total for all departments.
b All tuition on scholarships.
c Under classical are included students in the scientific course.
d For students in scientific department, see Table X, Part 2.
e Twenty-four are only partially endowed.
f Partially endowed.
g Includes students in other collegiate courses.
h These are in commercial department.
i Suspended for several years; the South Carolina College of Agriculture and the Mechanic Arts was organized October, 1880, in the buildings of the university (see Table X, Part 1).
j Not prescribed.
k Closed June, 1880.
l For students in scientific department, see Table X, Part 1.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Collegiate department.																									
		Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								Special or optional students.	No. of graduate students.	No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professorships.		Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.						
							Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
336	Middlebury College	8	8	.....	a3	39	10	.....	8	.....	13	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	38
337	Randolph Macon College	6	3	.....	0	127	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	(b)	.....
338	Emory and Henry College	5	5	0	0	66	7	.....	4	.....	10	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	c32	.....	0	0	4	40
339	Hampden Sidney College	5	5	0	d5	56	8	.....	16	.....	9	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	0	0	0	4	40
340	Washington and Lee University*	9	1	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	e	.....	.....	.....	(b)	40
341	Richmond College	8	8	0	0	121	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	4	(b)	39
342	Roanoke College	7	7	0	0	76	18	.....	14	.....	10	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	25	0	0	0	4	40
343	University of Virginia	15	20	.....	3	e347	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(b)	38
344	College of William and Mary	5	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16	3	38
345	Bethany College*	6	6	1	.....	94	25	.....	12	.....	10	.....	13	.....	11	.....	2	.....	5	.....	10	.....	6	.....	.....	20	4	38
346	West Virginia College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
347	West Virginia University	9	9	0	0	62	17	0	11	0	3	0	3	0	13	0	2	0	1	0	2	0	10	0	0	.....	4	41
348	Shepherd College	3	.....	.....	0	44	3	4	7	8	7	11	4	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
349	Lawrence University	11	11	0	1	87	5	0	7	1	5	0	2	1	17	10	7	5	8	6	8	4	1	0	0	0	4	38
350	Beloit College	9	8	1	f6	64	14	.....	11	.....	10	.....	14	.....	7	.....	4	.....	2	.....	2	.....	.....	0	0	25	4	39
351	Galesville University	8	.....	.....	.....	11	8	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	4	40
352	University of Wisconsin	32	32	0	0	340	27	13	24	12	20	9	21	7	34	4	16	3	24	2	9	3	111	1	0	10	4	38
353	Milton College	9	9	.....	.....	44	4	.....	3	.....	2	1	2	.....	3	14	2	3	1	1	2	6	.....	.....	.....	.....	4	39
354	Racine College	6	6	1	0	36	9	.....	8	.....	4	.....	6	.....	6	.....	0	.....	1	.....	0	.....	2	.....	.....	.....	4	38
355	Ripon College	13	13	0	0	62	8	3	6	3	2	0	2	4	6	3	7	4	3	1	1	0	9	.....	0	100	4	39
356	Northwestern University	6	.....	.....	.....	34	8	.....	10	.....	10	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
357	Georgetown College	23	18	.....	.....	62	20	.....	18	.....	14	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
358	Columbian University	10	10	.....	.....	47	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	39
359	Gonzaga College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	40
360	Howard University	4	4	.....	.....	15	g4	.....	3	.....	.....	.....	g7	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	4	37

361	National Deaf-Mute College	7	7	0	0	30	4	....	4	....	6	....	4	....	....	....	....	....	....	....	....	....	12	0	0	(h)	4	39
362	University of Deseret	3	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	40
363	University of Washington Territory	5	5	....	....	37	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	39
364	Holy Angels' College	3	....	....	....	80	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....

* From Report of the Commissioner of Education for 1879.
a Two are only partially endowed.
b Curriculum consists of elective schools or departments.
c In Latin-scientific and scientific courses.
d Partially endowed.
e Total for all departments.
f Five are only partially endowed.
g Includes students in other collegiate courses.
h About 40 students were aided during the year.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

	Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries. College library. Number of volumes.	Libraries. College library. Number of pamphlets.	Libraries. College library. Increase in the last collegiate year in books.	Libraries. Number of volumes in society libraries.	Property, income, &c. Value of grounds, buildings, and apparatus.	Property, income, &c. Amount of productive funds.	Property, income, &c. Income from productive funds.	Property, income, &c. Receipts for the last year from tuition fees.	Property, income, &c. Receipts for the last year from State appropriation.	Property, income, &c. Aggregate amount of scholarship funds.	Date of next commencement.
	1	40	41	42	43	44	45	46	47	48	49	50	51	52
1	Southern University	$70	$3–3½	*1,000	*300	.....	*1,500	$70,000	.....	.....	.....	.....	.....	July 6.
2	Howard College	80	3	1,200	250	.....	500	50,000	$0	$0	$6,000	$0	$0	June 15.
3	Spring Hill College*	a300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	University of Alabama	40	.....	5,000	3,000	300	450	*250,000	*302,000	*24,000	.....	.....	.....	July 7.
5	Cane Hill College	16–50	2	200	50	.....	.....	4,000	.....	.....	1,500	.....	.....	June 10.
6	Arkansas Industrial University	(b)	3	1,500	200	350	.....	(c)	(c)	(c)	2,000	11,000	0	June 11.
7	Judson University	15	2½	*460	*600	.....	.....	50,000	.....	.....	.....	.....	.....	June 16.
8	St. John's College of Arkansas	40, 50	4–4½	200	150	.....	300	60,000	12,000	d1,000	6,800	0	0	June 15.
9	College of St. Augustine	75	4	2,500	500	.....	400	45,000	.....	.....	3,750	.....	.....	May 26.
10	University of California	(e)	.....	15,750	3,000	155	400	805,000	*1,671,204	99,216	f214	g36,597	.....	June 1.
11	Pierce Christian College*	40–50	4	.....	.....	.....	.....	10,000	20,000	.....	3,000	0	0	April 27.
12	St. Vincent's College	a280	.....	2,000	.....	.....	300	20,200	.....	.....	.....	.....	.....	.....
13	University of Southern California	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	St. Ignatius College	.....	.....	h10,000	.....	.....	h2,000	.....	.....	.....	.....	.....	.....	.....
15	St. Mary's College	a250–275	.....	(1,500)	.....	50	3,000	250,000	.....	.....	32,000	.....	.....	May 30.
16	Santa Clara College	77	4½	10,000	2,000	.....	200	*57,200	.....	.....	8,500	.....	.....	June 1.
17	University of the Pacific	36–60	5	2,000	.....	.....	1,000	60,000	35,000	3,000	7,350	.....	.....	May 31.
18	Pacific Methodist College	30–70	5	h200	.....	.....	h800	h40,000	.....	.....	h4,500	.....	.....	June 2.
19	California College*	.....	.....	.....	.....	.....	.....	25,000	20,000	1,500	2,000	.....	.....	May 19.
20	Washington College	50–100	5	3,000	200	100	.....	40,000	0	.....	3,500	.....	.....	May 12.
21	Hesperian College	34½	2½–5	.....	.....	.....	.....	15,000	25,000	2,500	4,000	.....	.....	May 24.
22	University of Colorado	c15	2–5	h2,000	.....	.....	.....	h75,000	(j)	h15,000	.....	h7,000	.....	May.
23	Colorado College*	25	2–7	200	50	.....	.....	30,000	.....	h5,518	471	.....	2,450	June 10.

24	University of Denver	100	f7½	7,000	.....	7,000	.....	85,000	.....	.....	.....	.....	.....	June 15.
25	Trinity College*	90	4½	18,275	.....	.....	.....	.....	.....	.....	.....	.....	.....	July 1.
26	Wesleyan University	75	.....	31,376	2,500	906	0	472,884	660,945	m47,030	.....	0	.....	June.
27	Yale College	140	3–6	98,000	.....	5,460	22,500	.....	1,293,078	79,943	102,912	.....	n220,000	June 29.
28	Delaware College	60	.....	h6,500	h3,000	.....	h2,000	h75,000	h83,000	h4,980	h540	.....	.....	June 15.
29	University of Georgia	75	3	16,000	.....	6,700	10,000	n575,000	n373,170	n27,963	.....	.....	.....	July 20.
30	Atlanta University	18	2	5,000	.....	.....	.....	h100,000	h5,000	h300	h2,000	8,000	h300	June 16.
31	Bowdon College*	15–45	2	.....	.....	.....	250	8,000	0	.....	2,100	198	0	June 30.
32	Gainesville College	.....	.....	.....	.....	.....	.....	8,000	.....	.....	.....	.....	.....	.....
33	Mercer University	60	3	6,000	.....	.....	3,000	125,000	100,000	7,000	.....	.....	n20,000	June 22.
34	Pio Nono College*	50	4	1,100	200	200	100	50,000	.....	.....	a8,000	.....	.....	.....
35	Emory College	60	.....	3,000	.....	.....	h2,500	100,000	.....	.....	.....	.....	.....	June 29.
36	Abingdon College	24, 39	.....	400	200	50	400	30,000	o17,000	50	1,000	.....	.....	June 1.
37	Hedding College	36	2–3½	1,000	100	.....	500	50,000	.....	.....	3,265	.....	.....	June 8.
38	Illinois Wesleyan University	40½	1½–6	2,000	1,000	100	2,500	130,000	35,000	2,700	7,000	.....	.....	June 16.
39	St. Viateur's College	40	3½	2,000	400	300	3,000	100,000	.....	.....	6,500	0	.....	June 23.
40	Blackburn University*	25	1½	3,000	500	50	200	90,000	80,000	8,000	3,000	.....	.....	June 10.
41	Carthage College*	25	1½	2,500	.....	.....	.....	40,000	40,000	3,200	4,000	0	0	May 6.
42	St. Ignatius College*	40	.....	12,000	.....	.....	2,000	.....	.....	.....	6,000	0	.....	.....
43	University of Chicago	70	.....	*6,000	.....	.....	.....	205,000	.....	p6,000	6,000	.....	.....	June 30.
44	Eureka College*	34	1½–3	1,000	1,000	.....	600	50,000	20,000	1,500	5,726	0	0	May 27.
45	Northwestern University	g45	2–6	20,000	4,000	.....	.....	200,000	387,976	21,999	14,220	.....	.....	June 23.
46	Ewing College*	30	2½	25	25	.....	600	10,000	1,000	100	1,400	0	.....	June 24.
47	Knox College	45	3	4,000	2,500	50	2,600	160,000	115,961	9,000	7,876	0	0	June 23.
48	Lombard University	15–33	3½–4	3,850	100	15	550	53,000	80,000	7,000	276	.....	.....	June 15.
49	Irvington College	24	3	1,200	100	1,000	0	50,000	0	0	.....	0	0	June.
50	Illinois College	36	3½–4½	8,000	500	.....	3,000	100,000	100,000	8,000	.....	0	.....	June.
51	Lake Forest University	40	2–5	4,500	800	491	.....	250,000	100,000	7,000	10,000	.....	4,000	June 22.
52	McKendree College	42	3	6,000	1,000	.....	1,500	50,000	30,000	2,000	3,261	.....	.....	June 9.
53	Lincoln University*	.....	1½–4	16,000	2,000	167	900	180,000	130,000	30,000	.....	.....	h93,000	June 16.
54	Monmouth College*	30	2–4	2,000	.....	.....	1,500	55,000	50,000	4,000	7,000	.....	.....	June 17.
55	Mt. Morris College	30	2	.....	.....	.....	.....	40,000	.....	.....	3,000	.....	.....	June 28.
56	Northwestern College	18	2½	.....	.....	.....	.....	50,000	92,973	5,747	3,095	.....	.....	June 16.
57	Chaddock College	30	.....	5,000	.....	200	.....	200,000	.....	.....	5,000	.....	.....	.....
58	Augustana College*	30	2	6,460	1,804	210	.....	50,000	.....	.....	2,500	0	.....	June 10.
59	St. Joseph's College	20	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 23.
60	Shurtleff College	28, 49	2–4	5,437	3,825	347	1,500	30,000	75,000	5,000	3,500	.....	15,000	June 1.
61	Illinois Industrial University	0	2½–4½	(c)	(c)	(c)	.....	(c)	(c)	(c)	(c)	(c)	32,017	June 8.
62	Westfield College	24	2–3½	1,000	400	50	300	50,000	35,000	2,000	1,100	.....	.....	June 9.
63	Wheaton College	.....	.....	2,000	500	.....	500	80,000	30,000	1,600	3,000	0	.....	June 19.
64	The Indiana University	0	3–4	7,500	1,200	.....	.....	110,000	120,000	8,200	r1,000	23,000	.....	June 8.
65	Wabash College*	21–30	2–5	18,300	.....	900	5,000	150,000	100,000	17,000	3,600	0	.....	June 23.
66	Concordia College	40	1½	2,000	.....	50	1,500	100,000	.....	.....	.....	.....	.....	July 15.
67	Fort Wayne College	32	2½–3½	1,200	200	.....	.....	50,000	.....	.....	4,000	.....	.....	June 24.

* From Report of the Commissioner of Education for 1879.
a Board and tuition.
b No charge in collegiate department; $30 in preparatory.
c See Table X, Part I.
d From rents.
e Free to residents of California.
f Fees for diplomas, &c.
g Special appropriation.
h In 1878.
i For residents of the State.
j ½ of a mill on each dollar assessed in the State, yielding in 1878 an income of about $15,000.
k Donations and receipts for current expenses.
l Includes room rent and incidentals.
m Of this a small portion is from tuition fees.
n Apparently for all departments.
o In subscription and of uncertain value.
p From sources other than tuition.
q Also $21 for incidentals.
r Contingent fees.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

	Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries. College library. Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.	Number of volumes in society libraries.	Property, income, &c. Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	Date of next commencement.
	1	40	41	42	43	44	45	46	47	48	49	50	51	52
68	Franklin College	$24	$2–2½	3,000	500	300	.....	$40,000	$65,000	$4,000	$2,500	.....	.....	June 16.
69	Indiana Asbury University	a15	1½–3½	55,900	b1,500	.....	2,500	.....	212,000	c12,720	.....	.....	.....	June 23.
70	Hanover College	0	2½–3½	5,000	2,000	.....	2,500	75,000	100,000	.....	.....	.....	.....	June 16.
71	Hartsville University	21–24	1½–2½	100	100	66	.....	30,000	20,000	1,400	822	.....	*$9,755	June 9.
72	Butler University	18	3½	2,000	1,000	500	1,000	150,000	160,000	10,000	3,000	.....	.....	June 11.
73	Union Christian College	18	2½	700	.....	40	200	50,000	55,000	5,000	300	.....	.....	June 8.
74	Moore's Hill College	24–30	2–3	500	400	.....	.....	20,000	20,000	1,500	2,100	.....	.....	June 16.
75	Earlham College	.....	3	3,707	.....	31	1,741	65,000	55,000	3,850	5,200	.....	.....	June 29.
76	Ridgeville College	18–30	2–2½	300	100	.....	.....	30,000	25,000	1,300	216	.....	15,000	June 9.
77	St. Meinrad's College	30	2½	6,000	600	200	900	150,000	.....	.....	*6,750	.....	.....	June.
78	Amity College	15	2½	4,000	75	50	.....	5,000	37,000	3,500	500	.....	.....	June 16.
79	Griswold College	40	3–4	6,250	1,500	500	.....	148,500	53,500	3,700	1,000	.....	.....	June 22.
80	Norwegian Luther College*	d30	1½	3,200	.....	.....	620	100,000	0	0	1,106	$0	0	June 30.
81	University of Des Moines*	24–30	1½–3	2,000	.....	100	.....	.....	50,000	2,000	1,200	.....	500	June.
82	St. Joseph's College	e190	.....	.....	.....	.....	.....	25,000	.....	.....	6,500	.....	*	June 24.
83	Parsons College	38	2–4½	1,800	.....	300	.....	30,000	30,000	2,500	2,200	0	.....	June 15.
84	Upper Iowa University	27	2½–3	2,500	1,000	100	1,000	35,000	10,000	600	4,000	0	0	June 17.
85	Iowa College	22	2½–3	5,317	.....	134	1,690	78,908	174,505	.....	.....	0	*9,500	June 22.
86	Simpson Centenary College	30	2½–4	800	100	50	.....	25,000	50,000	3,500	2,078	.....	.....	June 8.
87	State University of Iowa	10–25	2½–5	13,000	2,000	.....	0	400,000	217,000	16,000	3,000	20,000	0	June 22.
88	German College	18	2	200	100	50	75	15,000	18,000	1,200	547	.....	.....	June 9.
89	Iowa Wesleyan University	8	3½	.....	.....	.....	.....	50,000	45,000	5,500	1,100	.....	.....	June 15.
90	Cornell College	f11–12	2–3½	4,654	346	91	1,500	100,000	40,000	3,000	8,500	0	.....	June 30.
91	Oskaloosa College*	33	2 3	1,200	100	.....	1,000	50,000	20,000	1,600	4,000	0	.....	June 10.

92	Penn College	30	2½–3½	1,400	100	.....	400	35,000	.....	.....	3,000	.....	.....	June 23.
93	Central University of Iowa	30	1½	1,500	800	.....	.....	*40,000	.....	.....	.....	.....	.....	June 15.
94	Whittier College and Normal Institute.	24–27	2½	751	300	82	.....	8,000	.....	.....	1,527	.....	.....	June 30.
95	Tabor College	25½	2½	4,000	200	100	0	25,000	33,000	3,000	2,100	0	0	June 15.
96	Western College*	21	1½–2½	1,100	200	25	800	3,500	18,615	1,200	1,400	.....	13,280	June 23.
97	St. Benedict's College*	60	2.85	3,075	.....	75	355	.....	.....	.....	.....	.....	.....	June 25.
98	Baker University	21	2½–3½	1,100	200	.....	.....	20,000	5,000	200	850	0	.....	June 15.
99	Highland University	36	3½	5,000	.....	.....	.....	25,000	2,000	100	1,500	0	.....	June.
100	University of Kansas	g10	3–4½	3,800	1,750	700	.....	250,000	*98,000	6,000	.....	32,000	.....	June 8.
101	Lane University	18	3	h200	h100	.....	h500	h10,000	h10,000	h1,000	h1,200	.....	.....	June 15.
102	Ottawa University	10–30	2½–4	.....	.....	.....	.....	h80,000	.....	.....	.....	.....	.....	June 8.
103	St. Mary's College	30	3½	5,000	2,000	2,000	2,000	h75,000	.....	.....	.....	.....	.....	June 29.
104	Washburn College	30	2½	4,000	2,000	100	.....	80,000	50,755	4,500	2,900	.....	500	June 8.
105	St. Joseph's College*	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June.
106	Berea College	f12	2	3,200	.....	1,100	.....	85,000	65,000	2,100	1,300	.....	.....	June 15.
107	Cecilian College*	40	3½	500	200	40	.....	20,000	0	0	e10,000	0	0	July 6.
108	Centre College	40	3½–4½	4,376	200	80	3,500	70,000	175,700	9,528	f917	0	.....	June 16.
109	Eminence College*	50	3½	1,600	300	.....	300	20,000	0	0	6,500	0	.....	June 5.
110	Kentucky Military Institute	100	5	5,000	2,000	.....	2,000	100,000	0	0	8,000	0	0	June 2.
111	Georgetown College	50	2½–4	8,000	.....	.....	2,000	25,000	75,000	5,000	25,000	.....	.....	June 9.
112	Kentucky University	2	2–4½	12,221	623	821	1,849	130,000	169,700	10,883	1,749	0	0	June 9.
113	Kentucky Wesleyan College	40	3–4	*1,000	.....	.....	1,500	25,000	25,000	1,750	.....	0	.....	June 10
114	Murray Male and Female Institute and West Kentucky Normal School.	50	.....	.....	.....	.....	.....	16,000	.....	.....	.....	.....	.....	June 10.
115	Concord College	30–50	4	200	50	8	.....	12,000	.....	.....	.....	.....	.....	June 9.
116	Kentucky Classical and Business College.*	50	4	.....	.....	.....	.....	20,000	.....	.....	.....	.....	.....	June 8.
117	Central University	60	2½–4	1,500	.....	.....	.....	75,000	.....	.....	.....	0	.....	June 15.
118	Bethel College k	60	2½	1,000	.....	.....	.....	175,000	75,000	3,400	3,000	.....	.....	June 9.
119	St. Mary's College	e200	.....	*1,000	*300	.....	.....	.....	.....	.....	.....	.....	.....	June 29.
120	Louisiana State University and Agricultural and Mechanical College.	0	.....	12,000	.....	.....	.....	.....	318,313	14,555	0	10,000	.....	July 4.
121	Jefferson College (St. Mary's)	e260	.....	*30,000	.....	*400	*3,500	25,000	.....	.....	.....	.....	.....	July.
122	St. Charles College*	50	3.41	5,000	600	.....	400	30,000	.....	.....	3,000	0	0	July.
123	Centenary College of Louisiana	45.65	2½–5	2,000	.....	.....	1,000	80,000	.....	.....	2,380	.....	.....	June 1.
124	Leland University	.....	.....	1,000	.....	.....	.....	85,000	10,000	600	.....	.....	.....	May 25.
125	New Orleans University*	0	2½	500	.....	.....	.....	7,000	.....	.....	.....	.....	.....	May 26
126	Straight University	8	2½	300	50	.....	.....	41,000	0	0	947	0	.....	June 1.
127	University of Louisiana	50	5	.....	.....	.....	.....	150,000	0	.....	9,000	10,000	.....	June.
128	Bowdoin College	75	i3½	20,000	.....	300	13,000	375,000	260,000	15,000	12,751	.....	42,150	July 14
129	Bates College	36	.....	5,771	500	131	1,700	300,000	151,000	8,700	2,500	0	*20,000	July 1.
130	Colby University	45	2–2½	16,000	6,700	.....	.....	130,000	200,000	12,000	4,000	.....	50,000	July 28.
131	St. John's College	60–90	.....	5,000	.....	.....	500	130,000	0	0	1,087	15,000	.....	July 6.

* From Report of the Commissioner of Education for 1879.
a Contingent fees.
b In the Whitcomb Library.
c Estimated.
d For lowest class in the preparatory department.
e Board and tuition.
f Including contingent fee.
g Contingent fee.
h In 1878.
i Free tuition for 72 students.
j Exclusive of preparatory department.
k These statistics are for the year 1879.
l Average charge.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

	Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries. College library. Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.	Number of volumes in society libraries.	Property, income, &c. Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	Date of next commencement.
	1	40	41	42	43	44	45	46	47	48	49	50	51	52
132	Baltimore City College	*a*$44						$200,000			*$2,500			June 27.
133	Johns Hopkins University	80	$5	9,000		1,303			*b*$3,000,000	*b*$180,000				February 22.
134	Loyola College	60		11,000	2,000	50		100,000	0	0	4,000	$0	$0	June 29.
135	Washington College	40, 50, 60	4	1,350				40,500	27,000	1,734	700	5,375		July 14.
136	Rock Hill College	*c*260		5,000	1,000		2,300							
137	St. Charles College	*c*180		5,300	700		550							June 28.
138	Frederick College	25–60		3,000		25		15,000	0	0	2,300	800	0	
139	Western Maryland College	35, 60	*d*4, 30	3,000	500		1,000	35,000	0	0	2,985	8,890		June 16.
140	Amherst College	100	3–5	36,028	7,259	368	5,345	400,000	410,778	25,000			150,000	June 29.
141	Boston College	60	5	12,000	6,000	150	4,000	300,000	0	0	10,000	0		June 30.
142	Boston University, College of Liberal Arts.	100	3–5						*e*330,565	*f*105,569				June 1.
143	Harvard College	150	3½–8	187,300		4,800	*g*20,725		*h*3,959,556	*i*236,889	122,835			June 29.
144	Tufts College	100	2½–3½	18,000	6,000	612		250,000	650,000	40,000	2,500		25,000	June 15.
145	Williams College	90	2½–5	19,200		400	10,000	200,000	315,422	18,500	15,000		120,000	July 6.
146	College of the Holy Cross*	*c*200												June.
147	Adrian College	15	2½	3,000		150	1,000	137,000	80,000	4,500				June 22.
148	Albion College*	0	2½	2,500	200	80	1,000	50,000	170,000	12,200	*j*4,300			June 26.
149	University of Michigan	(*k*)	2½	29,345	8,255	1,882	3,100	681,442	458,656	38,644	*l*60,000	*l*64,250		June 30.
150	Battle Creek College	17	1½–2½	1,000				80,000	0	0	4,865	0	0	June 12.
151	Grand Traverse College	15	2½	320		20		40,000	10,000	800	150			
152	Hillsdale College	3	2½	6,000	1,400	100	1,000	120,000	118,000	6,527	*m*6,334	0	*100,000	June 9.
153	Hope College	0	2½	4,700	4,000	172		45,000	70,700	4,283	1,238	*n*3,668		June 22
154	Kalamazoo College	18	2–4	2,866	4,430	37		100,000	54,036	2,966	2,450	0	15,000	June 22.
155	Olivet College	15–21	3											

155	Olivet College	18–21	2	7,000	.....	600	950	100,000	120,000	8,500	2,423	0	.....	June 23.
156	St. John's College*	c150	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 27.
157	Augsburg Seminary (Greek department).	15	1½	.....	.....	.....	.....	25,000	.....	.....	.....	.....	.....	May 7.
158	Hamline University o	24, 30	1½–3½	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 16.
159	Macalester College p	24, 27	2½–5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
160	University of Minnesota	0	1½–5	14,000	.....	500	0	220,000	512,738	27,890	j1,200	22,000	.....	June 2.
161	Carleton College	18, 24	2½	3,441	350	1,616	570	82,650	97,115	7,944	6,065	0	7,386	June 16.
162	Mississippi College	30–60	2½–3½	3,000	500	400	1,600	40,000	8,000	800	4,100	0	0	June 30.
163	Shaw University	0	2½	500	100	15	0	10,000	.....	.....	.....	.....	.....	June 1.
164	University of Mississippi	j12½	.....	6,000	1,500	.....	2,000	400,000	544,061	32,643	j3,000	.....	.....	June 30.
165	Alcorn University	(q)	1½	1,200	500	.....	.....	175,000	100,000	6,000	.....	2,000	0	June 15.
166	St. Vincent's College*	40	.....	5,000	.....	.....	.....	60,000	0	0	.....	.....	.....	June 20.
167	University of the State of Missouri	20	3–4	11,155	12,364	319	800	150,000	r227,000	13,620	11,295	27,000	.....	June 2.
168	Central College	50	3½	1,200	300	200	.....	50,000	60,000	4,800	400	.....	.....	June 22.
169	Lewis College s	.....	.....	s3,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
170	Pritchett School Institute s	.....	.....	.....	.....	.....	.....	t75,000	690,000	t7,250	.....	.....	(u)	.....
171	La Grange College	36, 40	2½–3	1,600	.....	.....	.....	t20,000	.....	.....	.....	.....	.....	May 12.
172	William Jewell College	40	2–4	3,500	.....	60	.....	75,000	*100,000	*5,000	.....	.....	100,000	June 9.
173	St. Joseph College	16–40	4	1,000	150	.....	800	10,000	.....	.....	5,000	.....	.....	June 29.
174	College of the Christian Brothers	.....	.....	t30,000	.....	.....	.....	t75,000	.....	.....	.....	.....	.....	.....
175	St. Louis University	60	4	25,000	.....	.....	8,000	.....	0	0	.....	0	0	June 27.
176	Washington University	100	5–10	6,000	.....	3,500	.....	500,000	500,000	30,000	50,000	0	30,000	June 16.
177	Drury College	30, 48	3–4	11,500	13,000	1,500	.....	60,220	60,000	3,600	2,250	.....	t3,550	June 16.
178	Stewartsville College	40–50	3	150	0	100	0	5,000	400	40	1,000	0	0	June 16.
179	Central Wesleyan College	22½–36	2½	2,500	500	200	.....	45,000	25,000	1,800	3,820	.....	1,000	June 16.
180	Doane College	12–21	2½–3	1,200	.....	200	.....	38,000	25,000	2,250	1,300	.....	200	June 23.
181	University of Nebraska*	0	2–3	2,700	500	400	.....	150,000	.....	.....	.....	25,000	.....	June 9.
182	Creighton University	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
183	Nebraska Wesleyan University	24	2½–3	.....	.....	.....	.....	.....	.....	.....	500	.....	.....	June 29.
184	State University of Nevada v	0	.....	.....	.....	.....	.....	25,000	*90,000	.....	.....	6,000	.....	.....
185	Dartmouth College	90	w2½	54,000	15,000	1,600	.....	125,000	500,000	25,000	16,000	x1,000	100,000	June 30.
186	St. Benedict's College*	60	.....	900	250	.....	700	.....	.....	.....	.....	.....	.....	June 24.
187	Rutgers College	75	.....	9,600	3,500	.....	4,300	400,000	303,154	22,225	3,636	0	51,313	June 22.
188	College of New Jersey	75	3–6	50,000	1,500	2,000	16,800	750,000	1,083,215	66,400	17,500	0	65,303	June 22.
189	Seton Hall College	c270, 320	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
190	Alfred University y	21–30	.....	.....	.....	.....	.....	113,757	101,126	7,096	3,237	.....	.....	June.

* From Report of the Commissioner of Education for 1879.
a To residents; $50 to non-residents.
b In 1876.
c Board and tuition.
d Includes incidentals
e Value of assets of the university in 1879, independent of property held by trustees of the Rich estate.
f Total receipts from all sources in 1879, exclusive of those for the College of Music and the Schools of Medicine and Oratory.
g Libraries of observatory, herbarium, Peabody museum, and museum of comparative zoology.
h For all departments of the university, the college funds alone being $1,058,158.
i College receipts from all sources.
j Incidental and other fees.
k Entrance fee $10, and annual tax $20 to residents of Michigan; to others, $20 and $25.
l Including all departments.
m Income from all sources other than productive funds.
n From churches.
o After several years' suspension, reopened in 1880.
p Suspended for several years; Baldwin School, the preparatory department, was reopened September, 1880.
q Free to residents.
r Also 275,000 acres of agricultural college lands, valued at $1 25 to $10 per acre.
s The trustees of Lewis College and Pritchett School Institute, on June 18, 1880, consolidated the two institutions, which consolidation was, however, severed before the opening of the fall session of 1880, and the institutions remain separate upon the same basis and doing the same work as before.
t In 1878.
u Had, in 1878, the income of $10,000 for indigent pupils.
v Preparatory department only organized.
w Average charge.
x Proceeds of fund from sale of land given many years ago.
y These statistics are for 1879.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

	Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries. College library. Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.	Number of volumes in society libraries.	Property, income, &c. Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	Date of next commencement.
	1	40	41	42	43	44	45	46	47	48	49	50	51	52
191	St. Bonaventure's College	a$205	.....	5,550	500	100	5,550	$192,000	.....	.....	$25,650	.....	.....	June 21.
192	St. Stephen's College	0	a$225	2,500	.....	.....	700	145,000	$0	$0	0	$0	$2,000	June 16.
193	Wells College	100	.....	1,500	.....	100	500	273,800	110,000	7,500	7,214	.....	.....	June 15.
194	Brooklyn Collegiate and Polytechnic Institute.	100	7–10	3,075	.....	.....	0	144,857	20,937	646	69,981	504	0	June.
195	St. Francis College*	60	a5	500	.....	50	.....	80,000	.....	a10,500	9,000	.....	.....	
196	St. John's College*	60	.....	.....	.....	.....	.....	.....	.....	.....	4,980	.....	.....	
197	Canisius College	40	a$220	.....	.....	.....	12,000	.....	.....	.....	.....	.....	.....	
198	St. Joseph's College	50	5	2,090	100	.....	.....	120,000	.....	.....	.....	.....	.....	June 28.
199	St. Lawrence University	30	3–4	8,530	.....	80	.....	65,720	153,715	8,756	405	.....	.....	June 30.
200	Hamilton College	75	2½–4½	12,000	.....	200	.....	500,000	d310,086	d18,889	d6,345	.....	d64,000	June 30.
201	Elmira Female College	50	6½	*1,000	.....	.....	*2,000	150,000	91,000	.....	.....	.....	29,000	June 16.
202	St. John's College*	60	.....	.....	.....	.....	.....	375,000	.....	f4,459	a50,908	.....	.....	June 29.
203	Hobart College	50	2½–3	15,000	3,000	560	.....	101,032	194,411	g15,464	h4,905	0	47,965	June 30.
204	Madison University	h48	2–4	*11,000	.....	.....	*3,000	145,000	480,000	30,000	3,357	.....	50,300	June 16.
205	Cornell University	75	3½–7	41,222	11,965	1,064	800	i665,952	j1,263,999	j55,738	18,180	0	0	June 16.
206	Ingham University*	a260	.....	3,000	.....	.....	.....	127,500	.....	.....	a18,378	.....	.....	
207	College of St. Francis Xavier	62	.....	18,000	.....	900	.....	353,000	d252,000	.....	.....	.....	.....	June 26.
208	College of the City of New York	0	.....	18,200	.....	175	1,200	271,647	0	k140,000	0	0	0	June 23.
209	Columbia College	100	6–10	21,985	.....	2,372	.....	853,068	4,816,257	313,565	24,200	.....	7,000	June 8.
210	Manhattan College	a320	.....	.....	.....	.....	12,000	257,000	0	0	a45,986	0	0	June 24.
211	Rutgers Female College	100–200	.....	2,300	1,000	20	.....	.....	0	0	5,000	0	.....	June 22.
212	St. Louis College	100–250	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
213	University of the City of New York	0	.....	d3,692	.....	.....	d1,200	d332,786	d195,900	d116,264	dm2,987	.....	.....	June.

214	Vassar College	100	.....	14,000	.....	.....	.....	710,904	281,250	27,233	121,447	0	*12,000	June 23.
215	University of Rochester	75	3–5	17,080	.....	1,710	0	367,750	443,200	.....	6,575	0	*59,000	June 29.
216	Union College	105	2½	(20,000)	.....	.....	2,000	430,000	d300,000	*34,054	*8,840	.....	*50,000	June 22.
217	College and Seminary of Our Lady of Angels.	a250	.....	6,000	.....	.....	.....	*191,000	.....	*f 5,000	*a30,000	0	0	June 29.
218	Syracuse University	n60	3½–5	9,000	1,000	500	0	300,000	234,000	15,000	6,654	0	0	June 22.
219	University of North Carolina	75	1½–3½	7,000	3,000	.....	16,000	250,000	130,000	.....	6,000	.....	5,000	June 2.
220	Biddle University	o0	1½	2,500	.....	.....	.....	20,000	10,000	600	.....	.....	6,120	June .
221	Davidson College	70	2½–3	3,000	.....	200	6,000	160,000	88,000	6,400	8,000	.....	.....	June 16.
222	Rutherford College	20–40	2	5,000	3,000	200	2,000	p4,000	0	0	.....	0	0	May 26.
223	North Carolina College*	40	1½–2	1,143	200	.....	1,113	15,000	.....	.....	2,000	.....	.....	May 26.
224	Shaw University*	.....	1½	d2,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
225	Trinity College	60	2–2½	1,800	500	.....	12,000	45,000	0	0	5,000	0	0	June 9.
226	Wake Forest College	60	2½	7,100	400	300	.....	45,000	46,000	3,000	6,500	0	.....	June 9.
227	Buchtel College	24, 40	2½	900	.....	.....	.....	154,000	54,000	3,200	2,225	.....	14,000	June 22.
228	Ashland College	30	2–3	*500	*200	*300	.....	50,000	.....	.....	2,950	.....	.....	June 22.
229	Ohio University	0–30	1½–2½	7,800	.....	.....	.....	d130,000	d71,158	d4,282	d2,331	.....	.....	June 15.
230	Baldwin University	18½	2	2,100	200	25	700	(120,000)	.....	q5,600	2,100	.....	.....	June 9.
231	German Wallace College	8–20	1½–3½	550	60	.....	400	53,000	54,000	4,000	s 475	0	25,000	June 8.
232	Hebrew Union College	0	.....	7,500	700	3,000	.....	35,000	60,000	.....	.....	.....	.....	June.
233	St. Joseph's College*	24–48	.....	1,600	.....	120	.....	40,000	0	0	4,500	.....	.....	.....
234	St. Xavier College*	60	.....	12,000	.....	75	800	.....	0	0	.....	0	0	.....
235	University of Cincinnati*	(r)	.....	s146,013	.....	.....	.....	.....	.....	q61,686	.....	.....	0	June 18.
236	Farmers' College	0	3	*800	.....	*600	2,000	20,000	61,000	4,300	1,200	.....	.....	June 15.
237	Capital University	40	2	3,000	.....	.....	.....	50,000	.....	.....	q10,000	.....	.....	June 27.
238	Ohio State University	0	.....	(t)	.....	.....	.....	(t)	(t)	(t)	(t)	(t)	.....	June 22.
239	Ohio Wesleyan University	24	2½	15,000	.....	.....	.....	250,000	220,000	18,000	q36,000	0	0	June 24.
240	Kenyon College	75	.....	22,000	.....	.....	.....	250,000	225,000	16,000	.....	.....	.....	June 24.
241	Denison University	27½, 36½	1½–3	10,000	.....	.....	.....	76,500	200,000	16,000	3,220	0	.....	June 30.
242	Hiram College	7–10	2½–4	900	100	.....	2,000	34,921	50,000	2,734	2,174	.....	.....	June 9.
243	Western Reserve College	30	2.90	7,000	.....	.....	4,000	*100,000	200,000	q19,000	.....	.....	.....	June 30.
244	Ohio Central College*	21	2½	300	.....	.....	.....	10,000	.....	.....	675	.....	.....	June 16.
245	Marietta College	45	2½–3	16,509	6,000	9	12,000	130,000	.....	.....	4,236	0	43,000	June 29.
246	Mt. Union College	30	.....	5,000	.....	.....	.....	439,000	76,000	q27,000	8,769	.....	.....	July 20.
247	Franklin College	40	2½	.....	.....	.....	2,000	10,000	15,000	q5,000	.....	.....	.....	June 30.
248	Muskingum College	27, 33	2½	400	.....	.....	600	20,000	8,000	300	2,000	.....	.....	June 23.
249	Oberlin College*	u30	2–4	d15,000	.....	.....	d4,000	400,000	150,000	9,985	13,011	.....	.....	June 9.
250	Rio Grande College	25–32	2–2½	200	200	75	.....	40,000	.....	.....	840	.....	.....	June 11.
251	Scio College	46	3	500	100	12	400	12,000	.....	.....	2,500	.....	.....	June 29.
252	Miami Valley College*	40	3	0	0	.....	500	75,000	.....	.....	.....	.....	.....	June 15.
253	Wittenberg College	30	2	8,000	.....	.....	.....	75,000	125,000	8,000	3,000	.....	.....	June 30.
254	Heidelberg College	22, 26	3	4,000	.....	100	.....	35,000	60,000	5,300	500	0	40,000	June 16.
255	Urbana University	75	3½	5,100	.....	50	.....	30,000	60,000	3,000	1,500	.....	.....	June 29.

* From Report of the Commissioner of Education for 1879.
a Board and tuition.
b Total annual charge.
c Income from the conducting of parish schools.
d In 1878.
e These statistics are for 1879.
f Income from farm products.
g Includes income from other sources.
h Includes room rent, &c.
i Value of grounds and buildings.
j Exclusive of western lands and income thereof.
k Income from city.
l Includes amount received from rents.
m From incidental and other fees.
n $30 to clergymen's children.
o $3 incidental fee.
p Value of buildings.
q Income from all sources.
r Free to residents; $60 to non-residents.
s Number of volumes in the public library, which is also the library of the university.
t See Table X, Part 1.
u Tuition and incidentals.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

	Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries. College library. Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.	Number of volumes in society libraries.	Property, income, &c. Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	Date of next commencement.
	1	40	41	42	43	44	45	46	47	48	49	50	51	52
256	Otterbein University	$30	$3	1,200	700	.....	1,300	$55,000	$85,000	$4,025	$2,995	.....	$90,000	June 2.
257	Wilberforce University*	20½	1½–2½	4,000	.....	.....	.....	.....	13,000	980	1,499	.....	.....	June 16.
258	Willoughby College*	6	.....	2,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 30.
259	Wilmington College*	39	2½	1,000	.....	20	100	25,000	.....	a2,000	.....	.....	.....	June 25.
260	University of Wooster	30, 45	3–6	5,700	.....	500	0	12,000	7,000	400	3,000	.....	.....	June 22.
261	Antioch College	37½	3–5	6,000	1,000	50	350	150,000	135,553	10,643	6,748	$0	.....	June 22.
262	Corvallis College	30	.....	200	.....	.....	500	150,000	80,000	3,000	2,500	0	0	June 1.
263	University of Oregon	30, 40	4	500	50	31	.....	10,000	60,000	5,000	1,300	.....	.....	June 15.
264	Pacific University and Tualatin Academy.	45	3–4½	5,000	.....	.....	.....	80,000	50,000	4,500	4,150	2,500	620	June 1.
								12,000	76,000	5,800	2,700	.....	.....	
265	Blue Mountain University	11–13	3–5	.....	.....	.....	100	20,000	0	0	2,000	0	0	June 23.
266	McMinnville College*	40	2–2½	300	200	20	.....	10,000	30,000	3,000	800	.....	30,000	May 26.
267	Christian College	36	.....	220	.....	20	.....	*30,000	*14,000	*1,500	.....	.....	*20,000	June 15.
268	Philomath College	15–30	2–3½	800	300	112	100	18,000	17,000	1,700	1,300	0	0	June 29.
269	Willamette University	52	3–4	2,500	100	25	500	75,000	.....	.....	3,500	.....	.....	June 30.
270	Muhlenberg College	50	.....	2,200	400	.....	3,400	75,000	63,123	.....	.....	.....	*30,000	June 30.
271	Lebanon Valley College	40	3.60	1,314	234	21	200	40,350	20,000	1,000	3,440	.....	.....	June 9.
272	St. Vincent's College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 29.
273	Dickinson College*	6½	2–3½	7,974	200	60	20,372	350,000	195,000	12,000	.....	0	b100,000	June 24.
274	Pennsylvania Military Academy	150	6	1,000	.....	100	.....	100,000	0	0	14,000	0	0	June 9.
275	Lafayette College	45, 75	1½–3	19,000	1,000	.....	4,000	600,000	.....	13,535	5,815	0	0	June 29.
276	Pennsylvania College	50	2–3	7,925	.....	150	12,660	120,000	132,000	6,250	5,500	.....	.....	June 30.
277	Thiel College	40	2	3,949	200	58	.....	40,000	24,720	2,111	2,218	.....	2,500	June 23.
278	Haverford College	c425	.....	8,550	700	400	3,950	380,000	.....	.....	.....	0	.....	June 22.
279	Monongahela College													

279	Monongahela College	22, 32	3–3½	200	125	12	.....	32, 000	25, 000	1, 500	1, 200	.....	.....	July 1.
280	Franklin and Marshall College	30	3½	3, 000	1, 500	75	8, 000	100, 000	115, 000	7, 000	221	.....	.....	June 16.
281	University at Lewisburg*	36	1½–2½	8, 000	2, 000	2, 000	1, 500	100, 000	121, 047	6, 000	d3, 250	0	.....	June 23.
282	Lincoln University	25	.....	.....	.....	.....	.....	140, 000	150, 000	.....	.....	0	b 10, 500	June 7.
283	St. Francis College	c200	.....	.....	.....	.....	b2, 000	b 30, 000	.....	.....	.....	.....	.....	June 21.
284	Allegheny College	30	2–3	10, 000	3, 000	.....	3, 000	300, 000	200, 000	10, 000	6, 500	0	.....	June 23.
285	Mercersburg College	c205	.....	700	.....	.....	2, 800	45, 000	12, 000	550	1, 150	.....	.....	June.
286	Westminster College	.....	2–3	3, 000	.....	.....	1, 100	40, 000	85, 000	5, 600	.....	.....	.....	June 22.
287	La Salle College	80	.....	1, 800	400	200	b2, 000	b80, 000	.....	.....	.....	0	.....	June 25.
288	St. Joseph's College	0	.....	4, 000	1, 000	100	*500	*150, 000	0	0	0	0	0	
289	University of Pennsylvania	150	.....	20, 000	.....	*4, 000	*4, 000	350, 000	425, 000	29, 311	34, 740	0	.....	June 16.
290	Pittsburgh Catholic College	50, 60	.....	1, 500	200	300	.....	50, 000	.....	.....	9, 000	.....	.....	June 23.
291	Western University of Pennsylvania.	60, 80	4	3, 500	2, 000	40	728	83, 276	200, 000	12, 411	12, 898	0	0	June 30.
292	Lehigh University	0	3½–4½	17, 788	1, 915	4, 105	.....	800, 000	1, 900, 000	b76, 000	0	0	.....	June 23.
293	Swarthmore College	c350	.....	3, 966	.....	657	1, 179	*600, 000	*80, 000	*4, 800	*c80, 000	.....	.....	June 21.
294	Augustinian College of Villanova	c250	.....	b15, 000	.....	.....	.....	b350, 000	.....	.....	.....	.....	.....	June 29.
295	Washington and Jefferson College	24	3	.....	.....	.....	.....	150, 000	189, 500	11, 300	.....	.....	.....	June 22.
296	Waynesburg College*	20	2	900	200	26	.....	30, 000	.....	.....	.....	0	.....	July 14.
297	Brown University	100	3–5	53, 000	17, 000	2, 163	0	.....	643, 637	36, 128	30, 869	.....	70, 306	June 15.
298	College of Charleston	40	.....	7, 600	.....	.....	.....	70, 000	280, 000	11, 300	800	0	32, 000	March 29.
299	University of South Carolina e	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
300	Erskine College	20	2½	1, 000	400	450	4, 700	50, 000	82, 000	5, 000	120	.....	.....	June 29.
301	Furman University	0	3½	1, 700	.....	.....	700	50, 000	50, 000	2, 000	0	0	0	June 15.
302	Newberry College	50	3	4, 500	1, 200	175	625	30, 000	8, 000	600	3, 100	.....	.....	June 22.
303	Claflin University and South Carolina Agricultural College and Mechanics' Institute.*	0	1–2½	1, 200	1, 000	.....	.....	40, 000	.....	.....	d800	.....	.....	June 9.
304	Wofford College	66	4	2, 000	.....	.....	3, 000	.....	b40, 000	b4, 500	.....	.....	.....	June 15.
305	Adger College	40	2½	50	10	.....	300	10, 000	32, 000	2, 200	1, 000	.....	.....	June.
306	East Tennessee Wesleyan University.	20–36	1–2½	3, 000	1, 000	200	1, 000	6, 000	.....	.....	.....	.....	.....	June 1.
307	King College	40, 50	1½	0	.....	.....	*1, 200	10, 000	15, 000	800	2, 000	0	0	June 8.
308	Southwestern Presbyterian University.	50	3–4½	2, 500	500	700	2, 000	100, 000	100, 000	6, 000	2, 100	0	0	June 1.
309	Hiwassee College	12½–20	2½–2½	2, 018	.....	180	.....	21, 000	0	0	.....	0	.....	June 24.
310	Southwestern Baptist University	56	2. 85	1, 300	200	80	500	50, 000	60, 000	3, 000	3, 850	.....	.....	June 3.
311	University of Tennessee and State Agricultural College.	30	2½	4, 512	278	52	875	100, 000	413, 000	24, 210	3, 440	.....	0	June.
312	Cumberland University	40, 50	2½– 3½	2, 500	.....	.....	.....	30, 000	.....	.....	.....	.....	.....	June 2.
313	Bethel College	50	2½	471	.....	.....	.....	12, 000	.....	.....	3, 500	.....	.....	June 7.
314	Manchester College*	40	2–3	.....	.....	.....	.....	5, 000	.....	.....	1, 000	.....	.....	February 2
315	Maryville College	20	1–2	3, 000	500	.....	.....	50, 000	13, 500	710	2, 000	.....	.....	May 26.
316	Christian Brothers' College	50–72	4	2, 600	400	.....	.....	40, 000	.....	.....	.....	.....	.....	June.
317	Mosheim Institute	10–30	2	300	.....	.....	.....	2, 500	.....	.....	.....	.....	.....	May 20.
318	Carson College	20–40	2–2½	.....	.....	.....	1, 500	15, 000	15, 000	500	2, 000	.....	.....	June 2.
319	Central Tennessee College	9	1½	1, 525	575	20	0	50, 000	5, 000	300	120	0	0	May 20.
320	Fisk University	11	2. 80	2, 037	400	200	400	160, 000	375	.....	1, 200	.....	.....	May 26.

* From Report of Commissioner of Education for 1879.
a Income from all sources.
b In 1878.
c Board and tuition.
d Includes amount received from rents.
e Suspended for several years; the South Carolina College of Agriculture and the Mechanic Arts was organized October, 1880, in the buildings of the university (see Table X, Part 1).

TABLE IX. — *Statistics of universities and colleges for* 1880, *&c.*—Continued.

	Name	Annual charge to each student for tuition.	Cost of board a week.	Libraries. College library. Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.	Number of volumes in society libraries	Property, income, &c. Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	Date of next commencement.
	1	40	41	42	43	44	45	46	47	48	49	50	51	52
321	Vanderbilt University*	$50	$4	8,000	800	500	.....	$500,000	$600,000	$42,000	$4,800	.....	.....	May 28.
322	University of the South	100	4½–5½	8,000	2,500	2,000	2,500	250,000	10,000	3,000	15,000	.....	.....	August 4.
323	Burritt College	30–40	2–3	200	0	0	300	20,000	0	0	4,000	$0	$0	June 18.
324	Greeneville and Tusculum College	24	2½	5,000	1,000	50	500	30,000	*500	*30	1,800	.....	*12,000	April 22.
325	Winchester Normal*	50	2½–3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 11.
326	Texas Military Institute* a	75	5	1,000	500	.....	200	20,000	0	0	2,500	0	.....	June 1.
327	St. Mary's University*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
328	Southwestern University	60	3½	1,037	450	25	150	35,000	.....	.....	6,280	.....	.....	June 21.
329	Baylor University	30–50	2½	1,250	400	15	300	70,000	26,000	.....	2,700	0	0	June 8.
330	Mansfield Male and Female College.*	20–60	2½	1,000	200	40	500	25,000	0	0	5,000	0	0	
331	Austin College	50	3	5,000	400	60	.....	25,000	17,000	1,700	900	.....	.....	June 14.
332	Trinity University	50	3½	1,000	.....	.....	900	48,000	5,000	200	9,000	.....	.....	June 16.
333	Waco University*	30–50	.....	3,000	.....	.....	.....	50,000	13,000	.....	.....	.....	.....	June.
334	Marvin College*	50	3	.....	.....	.....	.....	22,000	.....	.....	4,250	.....	.....	June 16.
335	University of Vermont and State Agricultural College.	45	2½–4½	18,552	.....	361	.....	240,000	b115,000	6,828	4,282	c8,130	16,700	June 29.
336	Middlebury College	70	2–3½	13,000	.....	.....	.....	100,000	160,000	9,540	708	0	.....	July 6.
337	Randolph Macon College	75	2½–3½	.....	.....	.....	10,000	60,000	20,000	1,200	6,500	0	0	June 16.
338	Emory and Henry College	50	2½	4,500	.....	0	9,000	100,000	600	36	.....	0	0	June 15.
339	Hampden Sidney College	60	2½–3½	2,700	.....	41	5,000	50,000	92,860	5,282	279	0	0	June 10.
340	Washington and Lee University*	100	3½	15,000	2,000	75	4,000	150,000	150,000	10,000	4,000	0	2,500	June 23.
341	Richmond College	70–80	2½	6,000	.....	1,500	2,500	150,000	75,000	5,000	5,500	0	2,700	June 23.
342	Roanoke College	80	1½–2½	16,000	.....	500	1,000	75,000	.....	.....	.....	0	.....	June 16.

343	University of Virginia		4	40,000				800,000						June 30.
344	College of William and Mary	40	2–6	5,000				80,000						July 4.
345	Bethany College*	50	2–4		2,000	300		130,000	30,000	2,000	3,200	0		June 17.
346	West Virginia College	18–40	2½–3	350	250	25		12,000	0	0	350	0	0	June 22.
347	West Virginia University	30	1½–3	5,000		400	300	125,000	108,653	6,469	1,320	10,600	0	June 9.
348	Shepherd College	30	2–3½	200	150	10		40,000	0	0	1,042	0		June 14.
349	Lawrence University	d10½–17½	4	10,000	2,000	500	600	60,000	70,532	4,414	d232	0	0	June 30.
350	Beloit College	36	2	9,300	4,500	183	800	80,000	143,700	10,000	5,000		12,500	June 29.
351	Galesville University	32,40		4,000		100		36,500	4,000					June 22.
352	University of Wisconsin	0	1–4	10,200	1,000	850	300	300,000	493,790	29,203	4,381	43,897	5,000	June 21.
353	Milton College	30–33	2½	1,200			700	27,000	6,000	444	2,282			June 29.
354	Racine College	100		7,000		3,000		125,000	0	0	e42,000	0		June 29.
355	Ripon College	24	2½	4,750		300		64,000	65,000	8,481	7,301	0	0	June 22.
356	Northwestern University	30		1,800		200		46,000			1,480			June 29.
357	Georgetown College	e300		30,000		250	3,300	325,000						June 23.
358	Columbian University	60	4½	7,000				275,000	100,000				*18,000	June 9.
359	Gonzaga College	40		2,000			900	50,000	0	0		0	0	June 29.
360	Howard University	12	2–3	7,000				500,000	16,000	2,200	1,186	f10,000	0	June 2.
361	National Deaf-Mute College	e150		1,411	100			(g)	0	0		(g)		May 4.
362	University of Deseret	32–48	4	2,968		80					3,000	h2,500		June 3.
363	University of Washington Territory.	10–13	3–3½	1,800	800	1,400		100,000	5,000	500	2,500	h1,250		June 1.
364	Holy Angels' College													

* From Report of the Commissioner of Education for 1879.
a Closed June, 1880.
b Exclusive of agricultural college fund.
c Income from agricultural college fund.
d For incidentals only.
e Board and tuition.
f Congressional appropriation.
g See Columbia Institution for the Deaf and Dumb, Table XVIII.
h Territorial appropriation.

TABLE IX.—*Memoranda.*

Name.	Location.	Remarks.
College of Individual Instruction	Evanston, Ill	Suspended during 1879; no notice of its reopening during 1880.
Illinois Agricultural College	Irvington, Ill	Reorganized under name of Irvington College.
Algona College	Algona, Iowa	Suspended.
Baptist College	Louisiana, Mo	Closed in 1879, but was reorganized in 1880 as the Louisiana College; see Table VI.
Creighton College	Omaha, Nebr	Name changed to Creighton University.
Richmond College	Richmond, Ohio	Suspended.
Geneva College	West Geneva, Ohio	Superseded by Northwood Normal and Collegiate Institute, Northwood; see Table VI.
Palatinate College	Myerstown, Pa	A preparatory school; see Table VII.
Pio Nono College and Teachers' Seminary.	St. Francis, Wis	See Tables III and IV.

Colleges from which no information has been received.

Name.	Location.	Name.	Location.
Arkansas College	Batesville, Ark.	Christian University	Canton, Mo.
Christian College of the State of California.	Santa Rosa, Cal.	Westminster College	Fulton, Mo.
College of Our Lady of Guadalupe.	Santa Ynez, Cal.	Lincoln College	Greenwood, Mo.
Rock River University	Dixon, Ill.	Nebraska College	Nebraska City, Nebr.
Evangelisch-Lutherisches Collegium.	Mendota, Ill.	Weaverville College	Weaverville, N. C.
Bedford College	Bedford, Ind.	McCorkle College	Sago, Ohio.
University of Notre Dame du Lac.	Notre Dame, Ind.	Xenia College	Xenia, Ohio.
St. Bonaventure's College	Terre Haute, Ind.	Urainus College	Freeland, Pa. (Collegeville P. O.).
Humboldt College	Humboldt, Iowa.	New Castle College	New Castle, Pa.
College of the Immaculate Conception.	New Orleans, La.	King College	Beech Grove, Tenn.
Mt. St. Mary's College	Emmittsburg, Md.	Woodbury College	Woodbury, Tenn.
		St. Joseph's College	Brownsville, Tex.
		Henderson Male and Female College.	Henderson, Tex.
		Salado College	Salado, Tex.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1880; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Scientific department.													
							Students.		Corps of instruction.		Students.											
						Instructors.	Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.
												Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	State Agricultural and Mechanical College.	Auburn, Ala	1872	1872	Rev. I. T. Tichenor, D. D	2	79	....	9	.....	145	50	....	37	....	18	....	20	....	5	....
2	Arkansas Industrial University	Fayetteville, Ark	1871	1871	Gen. D. H. Hill	(a)	(a)	(a)	3	0	18	4	....	10	2	1	1	....	....	....	0
3	Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California).	Berkeley, Cal	1868	1869	John Le Conte, A.M., M. D., LL. D.	0	0	0	a23	a3	70	(21)		(17)		(17)		(15)		31	....
4	State Agricultural College	Fort Collins, Colo	1877	1879	E. E. Edwards, PH. D	....	....	....	3	.....	39	25	14	....	....	....	....	....	....	12	....
5	Sheffield Scientific School of Yale College.	New Haven, Conn	1701	1847	Rev. Noah Porter, D. D., LL. D.	....	....	....	(25)		161	....	....	....	....	....	....	....	....	9	a20
6	Agricultural department of Delaware College.	Newark, Del	1867	1870	William H. Purnell, A. M., LL. D.	(a)	(a)	(a)	(a)	(a)	(a)	....	....	....	....	....	....	....	....	....	....
7	State Agricultural College b	Eau Gallie, Fla	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Georgia State College of Agriculture and Mechanic Arts (University of Georgia).	Athens, Ga	1872	1872	Rev. P. H. Mell, D. D., LL. D., (ex officio.)	....	....	....	a8	.....	62	....	....	....	....	....	....	....	....	....	....
9	Southwest Georgia Agricultural College (University of Georgia).	Cuthbert, Ga	1879	1879	Vincent T. Sanford, A. M	c4	157	....	....	.....	21	8	..	13	....	....	....	....	....	....	....
10	North Georgia Agricultural College (University of Georgia).	Dahlonega, Ga	1871	1873	Hon. D. W. Lewis	2	c245	c80	6	..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
11	Middle Georgia Military and Agricultural College (University of Georgia).	Milledgeville, Ga	.....	1880	W. S. Dudley, M. D	5	150	160	3	.....	41	(36)		(5)		....	....	....	....	....	....

a Reported with classical department (see Table IX). b Not yet organized. c Total for all departments.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Scientific department.												
						Instructors.	Students.		Corps of instruction.		Students.										
							Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.
												Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
12	South Georgia College of Agriculture and the Mechanic Arts (University of Georgia).	Thomasville, Ga	1879	1879	Oscar D. Scott	a4	152	....	....	....	18	15	....	3	....	....	....	....	....	....	....
13	Illinois Industrial University	Urbana, Ill	1867	1868	Selim H. Peabody, PH. D	2	109	22	23	0	259	75	29	52	7	53	17	20	6	36	8
14	Purdue University	La Fayette, Ind	1872	1874	Emerson E. White, A. M., LL. D.	2	78	39	9	0	76	26	10	18	4	8	3	3	4	8	2
15	Iowa State Agricultural College	Ames, Iowa	1869	1869	A. S. Welch, LL. D	....	37	8	(23)		196	(103)		(43)		(20)		(24)		15	7
16	Kansas State Agricultural College	Manhattan, Kans	1863	1863	George T. Fairchild, A. M	....	....	....	12	....	278	129	37	44	17	25	10	2	9	1	2
17	Agricultural and Mechanical College of Kentucky.	Lexington, Ky	b1865	1866	James K. Patterson, PH. D., F. R. H. S., F. S. A. S.	2	....	....	13	....	a182	....	....	....	....	....	....	....	....	....	....
18	Louisiana State University and Agricultural and Mechanical College.	Baton Rouge, La	1853 1874	1860 1874	William Preston Johnston.	....	....	....	a13	....	....	....	....	....	....	....	....	....	....	....	....
19	Maine State College of Agriculture and the Mechanic Arts.	Orono, Me	1865	1868	M. C. Fernald, A. M., PH. D	0	0	0	8	.....	103	27	4	19	1	27	0	29	5	4	3
20	United States Naval Academy*	Annapolis, Md	0	1845	Rear Admiral George B. Balch, U. S. N., sup't.	0	0	0	62	0	355	89	0	81	0	105	0	80	0	0	0
21	Maryland Agricultural College	College Station, Md	1856	1859	William H. Parker	....	....	....	7	0	d75	....	....	....	....	....	....	....	....	....	....
22	Massachusetts Agricultural College.	Amherst, Mass	1863	1867	Levi Stockbridge	....	....	....	(10)		100	14	....	16	....	44	....	26	....	13	5
23	Massachusetts Institute of Technology.	Boston, Mass	1861	1865	William B. Rogers, LL. D	....	....	....	34	0	140	61	1	20	0	25	2	29	2	e195	14
24	Michigan State Agricultural College	Lansing, Mich	1855	1857	T. C. Abbot, LL. D	0	0	0	10	2	209	88	2	52	1	33	0	32	1	12	6
25	Colleges of Agriculture and of Mechanic Arts (University of Minnesota).	Minneapolis, Minn	1868	1867	William W. Folwell, LL. D	....	(c)	(c)	(c)	(c)	(c)	....	....	....	....	....	....	....	....	....	....

26	Agricultural and mechanical department of Alcorn University.	Rodney, Miss	1871	1872	Rev. Hiram R. Revels, D. D.	(c)	(c)	(c)	(c)	(c)	(c)														
27	Agricultural and Mechanical College of the State of Mississippi.	Starkeville, Miss	1878	1880	Stephen D. Lee				11		a240														
28	Missouri Agricultural and Mechanical College (University of Missouri).	Columbia, Mo	1870	1870	Samuel S. Laws, A. M., M. D., LL. D.; G. C. Swallow, M. D., LL. D., dean.					(12)	60													f92	
29	Missouri School of Mines and Metallurgy (University of Missouri).	Rolla, Mo	1870	1871	Charles E. Wait, C. E., M. E., director.	2	10	12	3		12	5		5		2							37	
30	Industrial College of the University of Nebraska.*	Lincoln, Nebr	1869	1871	Rev. Edmund B. Fairfield, S. T. D., LL.D., chancellor.	c4	1		c10	0	8	5		3									(c)	
31	College of Agriculture (University of Nevada).	Elko, Nev		1874	W. C. Dovey, principal	(g)	(g)	(g)																	
32	New Hampshire College of Agriculture and the Mechanic Arts.	Hanover, N. H	1866	1866	Rev. Samuel C. Bartlett, D. D., LL. D.				7	6	43	15		12		16							1	0
33	Rutgers Scientific School (Rutgers College).	New Brunswick, N. J.		1865	Rev. W. H. Campbell, D. D., LL. D.				13	0	33	9	0	13	0	6	0	5	0	9				
34	Colleges of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University).	Ithaca, N. Y	1865	1868	Andrew Dickson White, LL. D.	0	0	0	c47	c2	339	87	8	77	14	80	8	60	5		(c)				
35	United States Military Academy	West Point, N. Y	1802	1802	Brevet Maj. Gen. Oliver O. Howard, U. S. A., superintendent.	0	0	0	51		230	09		68		39		54		0	0				
36	Agricultural and Mechanical College (University of North Carolina).	Chapel Hill, N. C	1789	1875	Hon. Kemp P. Battle, LL.D.	0	0	0	6	1	16	5		4		6		1		8				
37	Ohio State University	Columbus, Ohio	1870	1873	Edward Orton, PH. D	7	74	19	13	0	60	7	1	11	1	18	1	19	2	62	2			
38	State Agricultural College	Corvallis, Oreg	1872	1872	B. L. Arnold, A. M	h1			h3		h60													
39	Pennsylvania State College	State College, Pa	1854	1859	Joseph Shortlidge, A. M	5	61	19	10		52	21	1	11	2	11	1	5		8	4			
40	Agricultural and scientific department (Brown University).	Providence, R. I		1869	Rev. E. G. Robinson, D. D., LL. D.				(c)	(c)	(c)												(c)	
41	South Carolina College of Agriculture and the Mechanic Arts.	Columbia, S. C		1880	William Porcher Miles				5		66													
42	Claflin University and South Carolina Agricultural College and Mechanics' Institute.*	Orangeburg, S. C	1869 1872	1870 1874	Rev. Edward Cooke, A. M., D. D.	(c)	(c)	(c)	(c)		(c)													
43	University of Tennessee and State Agricultural College.	Knoxville, Tenn.	1807 1869	1808 1869	Rev. Thomas W. Humes, S. T. D.	(c)	(c)	0	(c)	0	(c)													
44	State Agricultural and Mechanical College of Texas.	College Station, Tex.	1871	1876	John Garland James	0	0	0	9	0	144													0
45	University of Vermont and State Agricultural College.	Burlington, Vt	1791 1865	1800 1865	Rev. Matthew H. Buckham, D. D.	0	0	0	8	1	16	4	1	4	0	3	0	2	2	2	0			
46	Virginia Agricultural and Mechanical College.	Blacksburg, Va	1872	1872	John L. Buchanan	1	12	0	5	0	92	12	0	48	0	22	0	10	0	4	0			
47	Hampton Normal and Agricultural Institute.	Hampton, Va	1870	1868	Samuel C. Armstrong, principal.				(130)		354													

* From Report of the Commissioner of Education for 1879.
a Total for all departments.
b As a department of Kentucky University; new charter in 1880.
c Reported with classical department (see Table IX).
d Average for both preparatory and scientific departments.
e Includes 43 students in the School of Mechanic Arts and 39 in the Lowell School of Practical Design.
f Includes students in military science and tactics.
g Only department organized as yet; statistics reported in Table IX.
h Included in full report of Corvallis College, Table IX.
i See also Table III; this report is for both normal and agricultural departments.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Scientific department.													
							Students.		Corps of instruction.			Students.										
						Instructors.	Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.
												Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
48	Agricultural department of West Virginia University.	Morgantown, W. Va.	1867	1867	Rev. J. R. Thompson, A. M.	(a)	(a)	0	(a)	0	(a)	.....	.....	.....	.....	.....	.....	.....	.....	.....	0
49	College of Arts (University of Wisconsin).	Madison, Wis.	1848	1849	Rev. John Bascom, D. D., LL. D.	.....	.....	.....	(a)	0	a95	34	4	16	3	24	2	9	3	(a)	.....

a Reported with classical department (see Table IX).

TABLE X.—PART I.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1880, *&c.*—Continued.

	Name.	Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Libraries.				Property, income, &c.					Date of next commencement.
							General library.									
							Number of volumes.	No. of pamphlets.	Increase in the last school year in books.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	
	1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1	State Agricultural and Mechanical College	.....	.....	4	40	$0	*2,000	1,000	.....	*1,000	*$100,000	*$253,500	*$20,280	$0	$0	June 29.
2	Arkansas Industrial University	*a*661	.....	4	42	*b*0	125	.....	50		150,000	130,000	10,400	(*c*)	(*c*)	June 11.
3	Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California).	...	.....	4	40	0	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	June 1.
4	State Agricultural College	.....	.....	4	36	0	116	350	.....	.....	20,000	(*d*)	.....	.....	*e*13,000	July 9.
5	Sheffield Scientific School of Yale College	*27	*3	3	37	150	*5,000	.....	.....	.....	*f*100,950	265,775	*g*28,157	15,850	.....	June 28.
6	Agricultural department of Delaware College	*c*30	.....	4	41	60	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	.....	June 15.
7	State Agricultural College *h*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	121,400	10,004	.....	.....	
8	Georgia State College of Agriculture and Mechanic Arts (University of Georgia).	250	.....	4	.....	40	(*c*)	(*c*)	(*c*)	(*c*)	*i*40,000	*j*242,202	*k*8,414	.....	.....	July 20.
9	Southwest Georgia Agricultural College (University of Georgia).	.....	.....	.....	42	*l*10	.....	.....	.....	.....	.....	.....	*k*2,000	.....	.....	June 29.
10	North Georgia Agricultural College (University of Georgia).	219	.....	4	44	*l*10	500	.....	500	.....	20,000	.....	*k*3,500	*l*250	.....	June 15.
11	Middle Georgia Military and Agricultural College (University of Georgia).	.....	.....	4	40	*l*10	2,000	350	.....	0	95,000	.....	*k*2,000	.....	*m*4,000	

* From Report of the Commissioner of Education for 1879.

a 350 beneficiaries, 237 normal students, and 1 honorary appointment from each of the 74 counties.

b To holders of scholarships; for others, $30 a year.

c Reported with classical department (see Table IX).

d Endowment is the congressional grant to agricultural colleges, amounting in Colorado to 90,000 acres, but not yet sold.

e ⅛ of 1 mill tax, amounting to about $13,000 for the year 1880.

f Value of buildings.

g Income from all sources except tuition.

h Not yet organized.

i Exclusive of the value of apparatus.

j Entire proceeds of the sale of land scrip, the income of which, $17,914, is, by various acts of the legislature, divided between the State College at Athens and the branches at Cuthbert, Dahlonega, Milledgeville, and Thomasville.

k Amount received annually from the income of the public land scrip fund.

l Incidental fees.

m From city and county and other sources.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1880, *&c.*—Continued.

Name.	Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Libraries. General library. Number of volumes.	No. of pamphlets.	Increase in the last school year in books.	Number of volumes in society libraries.	Property, income, &c. Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Date of next commencement.
1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
12 South Georgia College of Agriculture and the Mechanic Arts (University of Georgia).	....	.....	.....	40	a$10	.....	.....	.....	.....	$10,000	.....	b$2,000	.....	.....	
13 Illinois Industrial University	0	0	4	36	0	12,517	2,500	730	0	400,000	$319,000	21,298	c$10,619	$19,314	June 8.
14 Purdue University	0	0	4	38	d14	2,000	1,000	250	0	250,000	337,000	16,850	d1,648	4,500	June 9.
15 Iowa State Agricultural College	....	.....	4	36	0	6,000	*800	.....	.....	*498,000	*500,000	*41,000	.....	*14,000	Nov. 9.
16 Kansas State Agricultural College	0	0	4	39	0	3,000	*500	.....	*300	*90,000	290,000	*18,089	0	*12,500	June 8.
17 Agricultural and Mechanical College of Kentucky	300	.....	4	40	25	.....	.....	.....	.....	e85,000	165,000	9,900	1,500	17,000	
18 Louisiana State University and Agricultural and Mechanical College.	....	.....	3, 4	40	0	f12,000	.....	.....	.....	.....	f318,313	f14,555	....	f10,000	July 4.
19 Maine State College of Agriculture and the Mechanic Arts.	0	0	4	36	0	4,105	750	131	.....	143,000	132,500	7,950	0	3,000	June 29.
20 United States Naval Academy*	0	0	g4	35	0	20,878	799	692	0	1,286,490	0	0	0	0	June 10.
21 Maryland Agricultural College	(h)	.....	4	40	(h)	.....	.....	.....	1,500	100,000	112,500	6,800	i12,000	6,000	June 28.
22 Massachusetts Agricultural College	0	17	4	39	36	2,500	.....	.....	300	207,121	240,045	13,080	j4,253	.....	June 22.
23 Massachusetts Institute of Technology	0	3	4	34	200	.....	.....	.....	.....	315,721	264,740	k23,615	k39,511	.....	June 3.
24 Michigan State Agricultural College	0	0	4	37	0	6,250	.....	328	300	274,380	327,284	20,517	0	12,040	Aug. 16.
25 Colleges of Agriculture and of Mechanic Arts (University of Minnesota).	0	0	4	38	0	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	June 2.
26 Agricultural and mechanical department of Alcorn University.	....	.....	4	39	l0	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	June 15.
27 Agricultural and Mechanical College of the State of Mississippi.	.....	.....	4	40	l0	.....	.....	.....	.....	105,000	115,000	.....	.....	m85,000	July 15.
28 Missouri Agricultural and Mechanical College (University of Missouri).	....	.....	4	36	d20	(f)	(f)	(f)	(f)	.....	(f)	n4,380	500	(f)	June 2.
29 Missouri School of Mines and Metallurgy (University of Missouri).	....	.....	3	36	20	1,700	900	22	.....	45,960	.....	1,250	578	7,500	June 9.
30 Industrial College of the University of Nebraska*	....	.....	4	37	0	(f)	(f)	(f)	.....	25,000	.....	.....	.....	8,000	June 9.
31 College of Agriculture (University of Nevada)	....	.....	.....	42	0	.....	.....	.....	.....	(o)	(o)	.....	.....	(o)	

29	Missouri School of Mines and Metallurgy (University of Missouri).	....	.....	3	36	20	1,700	000	22	.....	45,960	.....	1,250	578	7,500	June 9.
30	Industrial College of the University of Nebraska*	.....	.....	4	37	0	(f)	(f)	(f)	.....	25,000	.....	.....	.....	8,000	June 9.
31	College of Agriculture (University of Nevada)	.....	.....	.....	42	8	.....	.....	.....	.....	(e)	(e)	.....	.....	(e)	
32	New Hampshire College of Agriculture and the Mechanic Arts.	12	22	3	38	30	1,200	1,000	.....	.....	63,000	100,000	6,000	.....	3,000	June 28.
33	Rutgers Scientific School (Rutgers College)	40	0	4	36	p0	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	q6,900	June 22.
34	Colleges of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University).	f128	0	3, 4, 5	36½	p0	(f)	(f)	(f)	(f)	r253,509	(f)	(f)	(f)	(f)	June 16.
35	United States Military Academy	0	0	4	52	.....	28,208	2,338	458	.....	s2,500,000	.....	.....	.....	t319,547	June 10.
36	Agricultural and Mechanical College (University of North Carolina).	f98	f3	4	40	75	2,000	500	....	....	(f)	f130,000	7,500	(f)	.....	June 2.
37	Ohio State University	.....	.....	4	37	a15	1,600	500	.....	.....	500,000	559,628	33,923	a3,798	20,573	June 22.
38	State Agricultural College	f60	.....	4–6	40	.....	(f)	.....	.....	(f)	f10,000	f60,000	f5,000	.....	.....	June 1.
39	Pennsylvania State College	.....	.....	4	40	0	3,000	.....	.....	.....	532,000	500,000	30,000	0	0	June 30.
40	Agricultural and scientific department (Brown University).	u40	....	.....	40	.....	(f)	(f)	(f)	(f)	.....	v50,000	.....	.....	.....	June 15.
41	South Carolina College of Agriculture and the Mechanic Arts.	....	.....	.....	30	a15	20,500	1,500	.....	.....	.....	.....	6,508	.....	.....	
42	Claflin University and South Carolina Agricultural College and Mechanics' Institute.*	....	.....	4	33	0	(f)	(f)	(f)	.....	10,000	.....	5,000	.....	.....	June 9.
43	University of Tennessee and State Agricultural College.	f275	0	4	40	30	(f)	(f)	(f)	(f)	(f)	v396,000	v23,760	.....	.....	June.
44	State Agricultural and Mechanical College of Texas.	0	0	.....	38	33	1,090	300	.....	.....	212,000	200,000	14,280	4,752	7,500	June 22.
45	University of Vermont and State Agricultural College.	0	f17	4	38	45	(f)	.....	(f)	.....	(f)	(f)	v8,130	(f)	(f)	June 29.
46	Virginia Agricultural and Mechanical College	200	0	4	43	w0	700	200	20	50	100,000	360,000	20,000	100	0	Aug. 9.
47	Hampton Normal and Agricultural Institute	100	*44	3	36	0	*2,300	*350	*57	0	262,320	x55,238	y4,228	0	q10,329	May 19.
48	Agricultural department of West Virginia University.	60	.....	2	41	24	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	June 9.
49	College of Arts (University of Wisconsin)	0	f10	4	38	0	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	June 21.

* From Report of the Commissioner of Education for 1879.

a Incidental fees.

b Amount received annually from the income of the public land scrip fund.

c From fees and room rent.

d Includes incidental fees.

e Buildings not yet completed; $85,000 is the prospective value of grounds and buildings.

f Reported with classical department (see Table IX).

g Also two years at sea.

h Students from Maryland and the District of Columbia are received free of tuition.

i Average income from board of students.

j From tuition and room rent.

k Includes income from rent and $1,050 from Boston University.

l To residents.

m Special appropriation for building and equipment.

n From rents and leases of lands.

o See report of university (Table IX).

p To holders of State scholarships; $75 to others.

q Income from land grant.

r Value of equipment; for value of grounds and buildings, see Table IX.

s Value of grounds and buildings as reported for 1879.

t Congressional appropriation as reported for 1879.

u Defrayed from the income of $50,000, which has accrued from the national grant and which is disbursed at the rate of $100 a scholarship annually.

v Agricultural funds only; for university funds, see Table IX.

w To State students; $40 to others.

x Does not include amount arising from sale of congressional land grant.

y There is also an income for the institute from work and board of students and from various other sources.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed with the national land grant, for 1880; from replies to inquiries by the United States Bureau of Education.*

Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Scientific department.													
					Instructors.	Students.		Corps of instruction.		Students.										Number in partial course.	Number of graduate students.
						Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	First year.		Second year.		Third year.		Fourth year.			
											Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	School of Practical, Civil, Mining, and Mechanical Engineering, Surveying, and Drawing.	San Francisco, Cal (24 Post street).	.....	1862	A. Van der Naillen	2	26	8	(5)		48	.....	.....	.....	.....	.....	.....	.....	.....	20	.....
2	Department of Mining and Metallurgy (Colorado College).	Colorado Springs, Colo.	.....	.....	E. P. Tenney	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	State School of Mines	Golden, Colo	1874	1874	Albert C. Hale, A. M., E. M., PH. D.	.....	.....	.....	7	.....	7	5	.....	2	.....	.....	.....	.....	.....	56	.....
4	Agricultural course in Atlanta University. *a*	Atlanta, Ga	.....	.....	Edmund A. Ware, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Rose Polytechnic Institute *b*	Terre Haute, Ind	1874	0	Samuel S. Emly, secretary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	College of Agriculture (Boston University). *c*	Boston, Mass	.....	.....	Levi Stockbridge	.....	.....	.....	(10)		18	1	.....	2	.....	7	.....	8	.....	.....	.....
7	School of All Sciences (Boston University). *d*	Boston, Mass (20 Beacon street).	1869	1874	William F. Warren, S. T. D., LL. D., president; John W. Lindsay, S. T. D., acting dean.	.....	.....	.....	(49)		*e*45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Lawrence Scientific School (Harvard University).	Cambridge, Mass	1642	1848	Charles W. Eliot, LL. D., president; Henry L. Eustis, A. M., dean.	.....	.....	.....	26	.....	10	3	.....	4	.....	1	.....	2	.....	27	.....
9	Bussey Institution (Harvard University).	Jamaica Plain, Mass.	.....	1871	Francis H. Storer, A. M., dean.	.....	.....	.....	(7)		6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	Worcester County Free Institute of Industrial Science.	Worcester, Mass	1865	1868	Charles O. Thompson, A. M., PH. D., principal.	.....	.....	.....	10	1	93	*f*15	...	36	.....	26	.....	16	.....	0	2
11	Department of Civil Engineering (University of Michigan).	Ann Arbor, Mich	.....	.....	James B. Angell, LL. D	.....	.....	.....	3	.....	*g*7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

10	Worcester County Free Institute of Industrial Science.	Worcester, Mass			M., PH. D., principal.					3		97																			
11	Department of Civil Engineering (University of Michigan).	Ann Arbor, Mich			James B. Angell, LL. D																										
12	Polytechnic School of Washington University.	St. Louis, Mo	1855	1857	Rev. William G. Eliot, D. D., president; Calvin M. Woodward, A. M., dean.	A6	(A210)		(6)	(6)	(6)																				
13	Chandler Scientific Department of Dartmouth College.	Hanover, N. H		1852	Rev. Samuel C. Bartlett, D. D., LL. D.				12	0	44	13		13		6		12		0	0
14	Thayer School of Civil Engineering (Dartmouth College).	Hanover, N. H		1871	Rev. Samuel C. Bartlett, D. D., LL. D.				4	0	6	4		2						0	0
15	Stevens Institute of Technology	Hoboken, N. J	1870	1871	Henry Morton, PH. D	(k)	(k)	(k)	8		144	53		46		25		20			
16	John C. Green School of Science (College of New Jersey).	Princeton, N. J		1873	Rev. James McCosh, D. D., LL. D.	0	0	0	20		53	16		18		10		9		1	2
17	Cooper Union Free Night Schools of Science.*	New York, N. Y	1857	1859	Abram S. Hewitt, secretary.				0	12	1,152	(22)		(45)		(139)		(167)		1779	4
18	School of Mines of Columbia College.	New York, N. Y	1754	1864	F. A. P. Barnard, S. T. D., LL. D., L. H. D.				26	1	240	78	3	73	0	48	0	41	0	41	11
19	Scientific department, University of the City of New York.	New York, N. Y	1830	1871	Rev. Howard Crosby, D. D., LL. D., chancellor.				(c)	(c)	(c)										
20	School of Civil Engineering of Union College.	Schenectady, N. Y	1795	1845	Rev. E. N. Potter, D. D., LL. D.				11		26	13		4		5		4			
21	Rensselaer Polytechnic Institute.	Troy, N. Y	1826	1824	James Forsyth				(16)		106	39		21		20		20		4	m18
22	Case School of Applied Science	Cleveland, Ohio																			
23	Toledo University of Arts and Trades. n	Toledo, Ohio	1872	1874	Richard Mott																
24	Pardee Scientific Department of Lafayette College.	Easton, Pa	1826	1866	Rev. William C. Cattell, D. D., LL. D.	0	0	0	620	63	110	42		28		25		15			2
25	Franklin Institute	Philadelphia, Pa	1824	1824	William P. Tatham					o18	p96										
26	Spring Garden Institute	Philadelphia, Pa			John M. Ogden				q6		q400										
27	Towne Scientific School (University of Pennsylvania).	Philadelphia, Pa	1755	1872	William Pepper, M. D., LL. D.				21	0	118	44		32		25		17		15	
28	Wagner Free Institute of Science r	Philadelphia, Pa	1855	1847	William Wagner, LL. D				6	10	s1,500										
29	Schools of Civil and Mechanical Engineering, Mining, and Metallurgy (Lehigh University).	South Bethlehem, Pa			Robert A. Lamberton, LL. D.				(t)		128	(t)		115		65		68			1
30	Norwich University*	Northfield, Vt	1834	1834	George Nichols, M. D				6	2	20	7		4		4		5			
31	School of Civil and Mining Engineering (Washington and Lee University). t	Lexington, Va	1782		Gen. G. W. C. Lee				1												

* From Report of the Commissioner of Education for 1879.

a Atlanta University, although not founded under the act of Congress establishing agricultural colleges, receives an annual appropriation of $8,000 from the legislature of Georgia under an act of 1874, entitled "An act equitably to adjust the claims of the colored people to a share of the agricultural land scrip."

b Not yet organized.

c The place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed on entering the college to matriculate also in Boston University and at graduation may receive his degree at the hands of the university with a diploma entitling him to the relation and privileges of its alumni.

d A department for elective graduate study only.

e There are also 33 students in the College of Music.

f In apprentice class.

g Number of candidates for the degree of C. E.

h In the elementary school of the Polytechnic Institute.

i Reported with classical department (see Table IX).

j Students in Manual Training School; this school, organized in 1880, has a faculty of 10 and a course of study covering 3 years.

k See report of Stevens High School (Table VII).

l In fifth year of course.

m Graduating class June 16, 1880.

n All instruction is for the present suspended.

o Number of lecturers for the season of 1879–'80; during the season there were delivered forty lectures on mechanics, physics, chemistry, and other scientific subjects.

p Number attending the drawing school.

q In the drawing schools and schools of mechanical handiwork.

r These statistics are from a return for the year 1878.

s Total number admitted during the year.

t Instruction in this school was suspended in the fall of 1879.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed, &c.*—Continued.

	Name	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Scientific department.													
							Students.		Corps of instruction.		Students.											
						Instructors.	Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.
												Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
32	Virginia Military Institute	Lexington, Va	1839	1839	Gen. Francis H. Smith, LL. D.	0	0	0	12	0	129	50	....	28	....	28	....	23	....	2	0
33	New Market Polytechnic Institute.[a]	New Market, Va	1869	1870	Rev. S. Henkel, D. D	1	31	....	2	.....	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
34	Scientific department (University of Virginia).	University of Virginia, Va.	1819	1825	James F. Harrison, M. D., chairman of faculty.	.....	.....	.....	(a)	(a)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
35	Polytechnic department of National University.[b]	Washington, D. C.	.....	1869	Arthur MacArthur, LL. D., president of faculty.	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

[a] From Report of the Commissioner of Education for 1879.

[a] Reported with classical department (see Table IX).

[b] Not fully organized.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.), not endowed, &c.*—Continued.

	Name.	Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Libraries.				Property, income, &c.					Date of next commencement.
							General library.									
							Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	
	1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1	School of Practical, Civil, Mining, and Mechanical Engineering, Surveying, and Drawing.	.....	.....	1–2	52	$200	300	.....	.....	.....	.....	.....	.....	.....	.....	
2	Department of Mining and Metallurgy (Colorado College).	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
3	State School of Mines	.....	.....	4	34	0	500	50	75	.....	$15,000	.....	.....	.....	a$10,000	June 7.
4	Agricultural course in Atlanta University *b*	(*c*)	.....	4	.....	(*c*)	.....	.....	.....	.....	.....	.....	.....	.....	(*d*)	
5	Rose Polytechnic Institute *e*	.....	.....	.....	.....	.....	900	.....	.....	.....	135,000	*f*$250,000	$15,000	.....	.....	
6	College of Agriculture (Boston University) *g*	.....	.....	4	39	36	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 22.
7	School of All Sciences (Boston University) *h*	.....	.....	.....	38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 1.
8	Lawrence Scientific School (Harvard University)	.....	44	1, 4	39	150	2, 300	.....	100	.....	.....	729, 623	46, 482	$2, 505	.....	June 29.
9	Bussey Institution (Harvard University)	.....	.....	.....	39	150	2, 200	.....	200	.....	.....	*j*265, 750	*j*14, 019	868	.....	June 29.
10	Worcester County Free Institute of Industrial Science	20	8	3, 3½	42	*k*0	1, 000	500	.....	.....	175, 000	624, 000	23, 000	2, 600	.....	June 30.
11	Department of Civil Engineering (University of Michigan).	.....	.....	4	40	(*l*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	June 30.

a ½ mill tax on all assessed property in the State.

b Atlanta University, although not founded under the act of Congress establishing agricultural colleges, receives an annual appropriation of $8,000 from the legislature of Georgia under an act of 1874, entitled "An act equitably to adjust the claims of the colored people to a share of the agricultural land scrip."

c The university is bound to receive, free of charge for tuition, one pupil for each member of the house of representatives.

d Reported with classical department (see Table IX).

e Not yet organized.

f Exclusive of a bequest of $105,000 not yet in possession of the institute authorities.

g The place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed on entering the college to matriculate also in Boston University and at graduation may receive his degree at the hands of the university, with a diploma entitling him to the relation and privileges of its alumni.

h A department for elective graduate study only.

i There are also scholarships in the scientific school, not exceeding eight at any one time, of the annual value of $150 for graduates of the State normal schools.

j Includes financial report of the Arnold Arboretum.

k To residents of Worcester County; $150 to others.

l Entrance fee $10 and annual tax $20 to residents of Michigan; to others, $20 and $25.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.), not endowed, &c.*—Continued.

	Name.	Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Libraries.				Property, income, &c.					Date of next commencement.
							General library.									
							Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	
	1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
12	Polytechnic School of Washington University	....	....	4	40	$100	(a)	.....	(a)	....	b$129,000	.....	.....	.....	.....	June 16.
13	Chandler Scientific Department of Dartmouth College	0	20	4	38	60	(a)	.....	.....	(a)	.....	$140,000	$7,500	$1,800	$0	June 28.
14	Thayer School of Civil Engineering (Dartmouth College)	0	0	2	34	60	2,000	300	100	0	c1,700	60,000	3,500	360	0	June 30.
15	Stevens Institute of Technology	0	15	4	42	150	5,000	.....	100	.....	400,000	410,000	30,000	13,840	0	June.
16	John C. Green School of Science (College of New Jersey)	0	0	4	38	125	(a)	(a)	(a)	0	250,000	200,000	13,450	5,940	0	June 22.
17	Cooper Union Free Night Schools of Science*	....	....	5	30	0	.....	.....	.....	.....	d2,000,000	e150,000	f43,902	.....	.....	May 29.
18	School of Mines of Columbia College	0	61	4	32	200	7,000	1,540	231	0	g490,000	.....	.....	36,500	0	June 8.
19	Scientific department, University of the City of New York.	....	....	3	.....	0	(a)	.....	.....	(a)	(a)	(a)	(a)	(a)	.....	June.
20	School of Civil Engineering of Union College	....	....	4	40	120	(a)	.....	.....	(a)	(a)	(a)	(a)	(a)	.....	June 22.
21	Rensselaer Polytechnic Institute	....	....	4	38	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 15.
22	Case School of Applied Science	....	....	.....	.....	.....	.....	.....	.....	.....	.....	1,250,000	.....	.....	.....	
23	Toledo University of Arts and Trades h	....	....	.....	.....	.....	.....	.....	.....	.....	i100,000	.....	0	0	.....	
24	Purdue Scientific Department of Lafayette College	0	0	4	39	45–75	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	0	June 29.
25	Franklin Institute	....	....	.....	.....	.....	15,379	.....	566	.....	j125,000	.....	f15,973	.....	.....	
26	Spring Garden Institute	....	....	.....	.....	.....	8,500	.....	.....	.....	.....	.....	f3,050	.....	.....	
27	Towne Scientific School (University of Pennsylvania)	....	....	4	35	150	(a)	.....	.....	.....	(a)	(a)	(a)	(a)	.....	June 16.
28	Wagner Free Institute of Science k	....	....	.....	25	0	(18,000)	.....	500	.....	l500,000	.....	.....	0	0	June.
29	Schools of Civil and Mechanical Engineering, Mining, and Metallurgy (Lehigh University).	....	....	4	40	0	(a)	(a)	(a)	.....	(a)	(a)	(a)	0	0	June 23.
30	Norwich University*	....	....	4	38	75	3,000	.....	.....	.....	3,000	.....	.....	.....	.....	June 26.
31	School of Civil and Mining Engineering (Washington and Lee University). m	....	....	3	....	n70	.....	.....	.....	.....	.....	.....	.....	.....	.....	
32	Virginia Military Institute	50	4	4	42	o100	5,900	2,000	250	1,500	400,000	20,000	1,200	7,000	p25,000	July 2.

22	New Market Polytechnic Institute*			2	38	45	$530	$151				$5,000				$950			June 1.
24	Scientific department (University of Virginia)		q12		38	r25	(a)					(a)	(a)	(a)	(a)	(a)	(a)		June 30.
25	Polytechnic department of National University s																		

* From Report of the Commissioner of Education for the year 1879.
a Reported with classical department (see Table IX).
b Includes valuation of Manual Training School.
c Value of apparatus.
d Estimated.
e For all departments of the institution.
f Receipts from all sources.
g Includes value of museums.
h All instruction is for the present suspended.
i Includes endowment property, unavailable at present.
j In 1878.
k These statistics are from a return for the year 1878.
l Includes value of museum and library.
m Instruction in this school was suspended in the fall of 1879.
n Includes matriculation fee.
o Free to State students.
p Includes a loan of $10,000.
q This number (in 1879) for all departments; all students from Virginia over eighteen years of age are admitted free of tuition.
r Tuition in each school.
s Not fully organized.

TABLE X.—*Memoranda.*

Name.	Location.	Remarks.
Polytechnic Institute	New Orleans, La	Closed.
Polytechnic College of the State of Pennsylvania	Philadelphia, Pa	No information received.
Agricultural and Mechanical College for Colored Youth	Hempstead, Tex	Closed.

TABLE XI.—*Statistics of schools of theology for* 1880; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
	1	2	3	4	5	6	7	8	9
1	Alabama Baptist Normal and Theological Institute	Selma, Ala	.....	1877	Baptist	H. Woodsmall	1	.....	.....
2	Theological department of Talladega College	Talladega, Ala	1869	1872	Congregational	Rev. Henry S. DeForest, A. M	1	.....	.....
3	Institute for Training Colored Ministers	Tuscaloosa, Ala	.....	.....	Presbyterian	Rev. D. C. Rankin	1	.....	.....
4	Pacific Theological Seminary	Oakland, Cal	1869	1869	Congregational	Rev. J. A. Benton, D. D., senior professor	2	4	a2
5	San Francisco Theological Seminary	San Francisco, Cal	1876	1871	Presbyterian	Rev. W. A. Scott, D. D., LL. D	4	.....	1
6	Theological Institute of Connecticut	Hartford, Conn	1833	1834	Congregational	Rev. William Thompson, D. D., dean	8	3	5
7	Berkeley Divinity School*	Middletown, Conn	1854	1854	Prot. Episcopal	Rt. Rev. J. Williams, D. D., LL. D., dean	6	1	.....
8	Theological department of Yale College	New Haven, Conn	1701	1822	Congregational	Rev. Noah Porter, D. D., LL. D	8	6	*55
9	Atlanta Baptist Seminary*	Atlanta, Ga	.....	1870	Baptist	Rev. J. T. Robert, LL. D	3	.....	.....
10	Theological department of Mercer University	Macon, Ga	.....	.....	Baptist	Rev. Archibald J. Battle, D. D	2	.....	.....
11	Theological department of St. Viateur's College	Bourbonnais Grove, Ill	.....	.....	Roman Catholic	Rev. Thomas Conway, professor	1	.....	.....
12	Theological department of Blackburn University*	Carlinville, Ill	1857	1859	Presbyterian	Rev. E. L. Hurd, D. D	3	.....	.....
13	German Theological Class in Carthage College*	Carthage, Ill	.....	.....	Lutheran	Rev. D. L. Tressler, PH. D	.....	.....	.....
14	Chicago Theological Seminary	Chicago, Ill., (corner Ashland & Warren avenues).	1855	1858	Congregational	Rev. G. S. F. Savage, D. D., secretary	7	0	c6
15	Presbyterian Theological Seminary of the Northwest.*	Chicago, Ill. (1060 North Halstead street).	1856	1859	Presbyterian	Rev. John M. Faris, secretary	5	0	4
16	Bible department of Eureka College*	Eureka, Ill	1855	1864	Christian	H. W. Everest, A. M	2	0	0
17	Garrett Biblical Institute	Evanston, Ill	1855	1856	Meth. Episcopal	Rev. William X. Ninde, D. D	5	.....	4
18	Theological department of Northwestern German-English Normal School.	Galena, Ill	1871	1868	Ger. Meth. Epis.	Rev. Frederick Kopp	2	0	0
19	Swedish-American Ansgari College and Missionary Institute.	Knoxville, Ill	.....	1875	Ev. Lutheran	J. G. Princell	4	1	0
20	Theological department of McKendree College	Lebanon, Ill	.....	.....	Meth. Episcopal	Rev. Daniel W. Phillips, A. M	1	.....	.....
21	Theological department of Lincoln University*	Lincoln, Ill	1866	1872	Cumb. Presbyt'n	Rev. A. J. McGlumphy, D. D., LL. D	5	1	5
22	Wartburg Seminary*	Mendota, Ill	1875	1853	Ev. Lutheran	Rev. Sigmund Fritschel, D. D	4	1	0
23	Baptist Union Theological Seminary	Morgan Park, Ill	1864	1867	Baptist	Rev. George W. Northrup, D. D., LL. D	7	0	.....
24	Jubilee College *d*	Robin's Nest, Ill	1847	1840	Prot. Episcopal	Rev. F. Duncan Jaudon, rector	.....	.....	.....
25	Augustana Theological Seminary	Rock Island, Ill	1865	1863	Ev. Lutheran	Rev. T. N. Hasselquist, D. D	2	.....	0
26	Concordia Seminary	Springfield, Ill	.....	1874	Ev. Lutheran	Prof. A. Craemer	4	.....	.....

37	Theological department of Shurtleff College	Upper Alton, Ill	1832	1827	Baptist	Rev. A. A. Kendrick, D. D	3	.....		c3
38	Biblical course in Indiana Asbury University	Greencastle, Ind	.....	.....	Meth. Episcopal	Rev. Alexander Martin, D. D., LL. D	3	.....		.....
39	Theological department of Union Christian College	Merom, Ind	.....	1879	Christian	Rev. T. C. Smith, A. M	.....	.....		.....
40	St. Meinrad's Seminary	St. Meinrad's, Ind	0	1860	Roman Catholic	Rev. Isidore Hobi, O. S. B., director	5	.....		.....
41	Theological department of Griswold College	Davenport, Iowa	1859	1860	Prot. Episcopal	Rt. Rev. William Stevens Perry, D. D., LL. D.	4	0		3
42	German Presbyterian Theological School of the Northwest.*	Dubuque, Iowa	1871	1856	Presbyterian	Rev. Jacob Conzett, senior professor	3	.....		.....
43	German College	Mt. Pleasant, Iowa	1873	1873	Ger. Meth. Epis.	Rev. William Balcke, A. M. (acting)	3	.....		.....
44	Bible department of Oskaloosa College*	Oskaloosa, Iowa	1856	1872	Christian	George T. Carpenter, A. M	2	.....		1
45	Kansas Theological School	Topeka, Kans	1874	1874	Prot. Episcopal	Rt. Rev. Thomas H. Vail, D. D., LL. D. (ex officio).	2	0		.....
46	Danville Theological Seminary*	Danville, Ky	1854	1853	Presbyterian	Rev. Stephen Yerkes, D. D., senior professor.	4	0		4
47	College of the Bible	Lexington, Ky	1865	1865	Christian	Robert Graham, A. M	4	0		0
48	Preston Park Theological Seminary	Louisville, Ky	.....	1870	Roman Catholic	Very Rev. George McCloskey	4	4		.....
49	Southern Baptist Theological Seminary	Louisville, Ky	1876	1859	Baptist	Rev. James Petigru Boyce, D. D., LL. D.	4	1		1
50	School of Theology in Bethel College	Russellville, Ky	1867	1860	Baptist	Leslie Waggener, LL. D	.....	.....		.....
51	Theological department of Leland University	New Orleans, La	.....	.....	Baptist	Rev. Seth J. Axtell, jr	1	.....		.....
52	Theological department of Straight University	New Orleans, La	1869	1870	Congregational	Rev. Walter S. Alexander, D. D	1	.....		.....
53	Theological Seminary	New Orleans, La	.....	.....	Roman Catholic	Very Rev. G. Raymond, D. D., V. G., director.	1	.....		.....
54	Bangor Theological Seminary	Bangor, Me	1814	1823	Congregational	Rev. Enoch Pond, D. D	5	0		4
55	Bates College Theological School	Lewiston, Me	.....	1870	Free Will Bapt	Rev. Oren B. Cheney, D. D	4	0		1
56	Centenary Biblical Institute	Baltimore, Md	1867	1872	Meth. Episcopal	Rev. J. Emory Round, A. M	(e 4)	.....		.....
57	Theological Seminary of St. Sulpice and St. Mary's University.	Baltimore, Md	1860	1791	Roman Catholic	Very Rev. A. L. Magnien, S. S., D. D	8	.....		.....
58	Theological department of Mt. St. Mary's College	Emmittsburg, Md	.....	1808	Roman Catholic	Very Rev. John McCloskey, D. D	8	.....		.....
59	Scholasticate of the Congregation of the Most Holy Redeemer (Mt. St. Clement).	Ilchester, Md	.....	1868	Roman Catholic	Rev. George Ruland, C. SS. R	5	.....		.....
60	Woodstock College	Woodstock, Md	1867	1869	Roman Catholic	Rev. James Perron, S. J	10	0		0
61	Andover Theological Seminary	Andover, Mass	1807	1808	Congregational	Rev. Egbert C. Smyth, D. D	7	2		8
62	Boston University School of Theology	Boston, Mass	1869	1847	Meth. Episcopal	Rev. William F. Warren, S. T. D., LL. D	11	0		.....
63	Divinity School of Harvard University	Cambridge, Mass	1650	1819	Non-sectarian	Rev. C. C. Everett, D. D., dean	5	3		5
64	Episcopal Theological School	Cambridge, Mass	1867	1867	Prot. Episcopal	Rev. George Zabriskie Gray, D. D., dean	4	1		.....
65	Tufts College Divinity School	College Hill, Mass	1852	1869	Universalist	Rev. Elmer H. Capen, D. D	4	2		*1
66	Newton Theological Institution	Newton Centre, Mass	1826	1825	Baptist	Rev. Alvah Hovey, D. D., LL. D	5	f7		.....
67	New Church Theological School*	Waltham, Mass	0	1866	New Church	Rev. Samuel F. Dike, D. D	0	4		0
68	Theological department of Hillsdale College*	Hillsdale, Mich	1852	1873	Free Will Bapt	Rev. De Witt Clinton Durgin, D. D	3	.....		g1
69	Seabury Divinity School	Faribault, Minn	1860	1860	Prot. Episcopal	Rt. Rev. Henry B. Whipple, D. D	5	.....		.....
70	Augsburg Seminary	Minneapolis, Minn	1874	1869	Lutheran	Prof. Georg Sverdrup	3	.....		.....
71	St. John's Seminary*	St. Joseph, Minn	1857	1857	Roman Catholic	Rt. Rev. Alexius Edelbrock, O. S. B	5	.....		.....
72	Bishop Green Associate Mission and Training School.	Dry Grove, Miss	0	1867	Prot. Episcopal	Rev. William K. Douglas, S. T. D	2	1		0
73	Theological department of Shaw University	Holly Springs, Miss	.....	.....	Meth. Episcopal	Rev. W. W. Hooper, A. M	1	.....		.....
74	Natchez Seminary	Natchez, Miss	0	1877	Baptist	Rev. Charles Ayer	4	.....		.....
75	St. Vincent's College and Theological Seminary*	Cape Girardeau, Mo	1843	1844	Roman Catholic	Rev. J. W. Hickey, C. M	4	.....		0

*From Report of the Commissioner of Education for 1879.
a Partially endowed.
b Four of these are only partially endowed.
c Five partially endowed.
d All instruction suspended for some years.
e For all departments.
f Includes 6 occasional lecturers.
g Also 2 in part.

TABLE XI.—*Statistics of schools of theology for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
	1	2	3	4	5	6	7	8	9
66	Jeremiah Vardeman School of Theology in William Jewell College.	Liberty, Mo	1868	1868	Baptist	Rev. W. R. Rothwell, D. D	3	.....	.....
67	Concordia College (Seminary)*	St. Louis, Mo	1853	1839	Ev. Lutheran	Rev. C. F. W. Walther, D. D	6	.....	.....
68	German Congregational Theological Seminary*	Crete, Nebr	0	1878	Congregational	Rev. J. B. Chase, principal	1	0	1
69	Divinity School of Nebraska College*	Nebraska City, Nebr	1866	1866	Prot. Episcopal	Rev. R. W. Oliver, D. D	1	2	.....
70	German Theological School of Newark	Bloomfield, N. J	1871	1869	Presbyterian	Rev. Charles E. Knox, D. D	4	0	0
71	Drew Theological Seminary	Madison, N. J	1867	1867	Meth. Episcopal	Rev. John F. Hurst, D. D	5	10	5
72	Theological Seminary of the Reformed (Dutch) Church in America.	New Brunswick, N. J	1784	1785	Ref. Dutch Ch. in America.	Rev. David D. Demarest, D. D., secretary.	4	1	4
73	Theological Seminary of the Presbyterian Church*	Princeton, N. J	1826	1812	Presbyterian	Rev. Alexander T. McGill, D. D., LL. D., senior professor.	9	.....	7
74	Diocesan Seminary of the Immaculate Conception	South Orange, N. J	.....	.....	Roman Catholic	Very Rev. W. P. Salt, A. M., director	4	.....	.....
75	St. Bonaventure's Seminary	Allegany, N. Y	.....	.....	Roman Catholic	Very Rev. Fr. Theophilus Pospisilik, O. S. F.	3	.....	.....
76	Auburn Theological Seminary	Auburn, N. Y	1820	1821	Presbyterian	Rev. Samuel M. Hopkins, D. D., senior professor.	5	1	5
77	Brooklyn Lay College and Biblical Institute*	Brooklyn, N. Y	1872	1872	Non-sect	Rev. C. E. Lord, D. D., secretary	7	0	0
78	Canton Theological School*	Canton, N. Y	1858	1858	Universalist	Rev. I. M. Atwood, D. D	4	1	3
79	Hamilton Theological Seminary	Hamilton, N. Y	1819	1820	Baptist	Rev. Ebenezer Dodge, D. D., LL. D., senior professor.	5	.....	.....
80	Hartwick Seminary (theological department)	Hartwick Seminary, N. Y	1816	1815	Lutheran	Rev. James Pitcher, A. M	2	1	.....
81	General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y. (corner 20th st. and 9th avenue).	1822	1820	Prot. Episcopal	Rev. Eugene A. Hoffman, D. D., dean	4	5	4
82	Union Theological Seminary*	New York, N. Y. (9 University Place).	1839	1836	Presbyterian	Rev. William Adams, D. D., LL. D	7	4	6
83	Rochester Theological Seminary*	Rochester, N. Y	1850	1851	Baptist	Rev. Augustus H. Strong, D. D	7	2	6
84	College and Seminary of Our Lady of Angels	Suspension Bridge, N. Y	1863	1856	Roman Catholic	Very Rev. P. V. Kavanagh, C. M	5	0	0
85	St. Andrew's Divinity School	Syracuse, N. Y	1876	1876	Prot. Episcopal	Rev. C. P. Jennings, D. D	.....	.....	.....
86	St. Joseph's Provincial Seminary	Troy, N. Y	.....	1864	Roman Catholic	Very Rev. Henry Gabriels, S. T. L	6	.....	.....
87	Theological department of Biddle University	Charlotte, N. C	1877	1868	Presbyterian	Rev. Stephen Mattoon, D. D	4	.....	.....

87	Theological department of Biddle University	Charlotte, N. C	1877	1868	Presbyterian	Rev. Stephen Matteson, D. D	4		
88	Bennett Seminary	Greensboro', N. C	0	1874	Meth. Episcopal	Rev. E. O. Thayer, A. M	1		
89	Theological department of Shaw University*	Raleigh, N. C	1874	1865	Baptist	Rev. H. M. Tupper, A. M	2		
90	Theological department of Trinity College	Trinity, N. C	1852	1852	Meth. Epis. So	Rev. B. Craven, D. D., LL. D	3	0	0
91	Biblical department of Ashland College	Ashland, Ohio	1878	1879	Brethren	Elder R. H. Miller	2		
92	Theological department of German Wallace College.	Berea, Ohio	1864	1864	Meth. Episcopal	Rev. William Nast, D. D	1	0	0
93	St. Charles Borromeo Theological Seminary	Carthagena, Ohio		1864	Roman Catholic	Very Rev. Henry Drees, C. F. P. S	7		
94	Lane Theological Seminary*	Cincinnati, Ohio	1829	1832	Presbyterian	Rev. Llewellyn J. Evans, D. D	5		5
95	St. Mary's Theological Seminary	Cleveland, Ohio		1849	Roman Catholic	Rev. N. A. Moes	4		
96	German Lutheran Seminary	Columbus, Ohio	1830	1830	Ev. Lutheran	Rev. M. Loy	3		
97	Union Biblical Seminary	Dayton, Ohio	1871	1871	U. B. in Christ	Rev. Lewis Davis, D. D	3		1
98	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.*	Gambier, Ohio	1824	1825	Prot. Episcopal	Rt. Rev. G. T. Bedell, D. D	3	2	4
99	Department of theology (Oberlin College)*	Oberlin, Ohio	1834	1835	Congregational	Rev. James H. Fairchild, D. D	8	4	
100	Theological department of Wittenberg College	Springfield, Ohio	1845	1845	Ev. Lutheran	Rev. Samuel Sprecher, D. D., LL. D	2		*2
101	Heidelberg Theological Seminary	Tiffin, Ohio	1836	1851	Reformed	Rev. J. H. Good, D. D	2	0	2
102	Theological department of Urbana University*	Urbana, Ohio			New Church	Rev. Frank Sewall, A. M			
103	Theological Seminary of Wilberforce University*	Wilberforce, Ohio	1863	1853	Af. Meth. Epis	Rev. Benjamin F. Lee, D. D	1	0	0
104	United Presbyterian Theological Seminary of Xenia.	Xenia, Ohio	1877	1794	United Presb	Rev. James Harper, D. D	3		
105	Theological Seminary of the United Presbyterian Church.	Allegheny City, Pa	1868	1825	United Presb	Rev. A. D. Clark, D. D	4	0	0
106	Western Theological Seminary of the Presbyterian Church.*	Allegheny City, Pa	1844	1827	Presbyterian	Rev. S. J. Wilson, D. D., LL. D	5	1	5
107	Theological course in St. Vincent's College	Beatty, Pa			Roman Catholic	Rt. Rev. Boniface Wimmer, O. S. B	7		
108	Moravian Theological Seminary*	Bethlehem, Pa	1863	1807	Moravian	Rev. Edmund de Schweinitz, S. T. D	3		
109	Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.	Gettysburg, Pa	1828	1826	Ev. Lutheran	Rev. Charles A. Hay, D. D	3	3	3
110	Theological Seminary of the Reformed Church in the United Sates.	Lancaster, Pa	1831	1825	Reformed	Rev. E. V. Gerhart, D. D	3	0	*3
111	Theological department of Lincoln University*	Lincoln University, Pa	1871	1871	Presbyterian	Rev. Isaac N. Rendall, D. D	4	1	
112	Meadville Theological School	Meadville, Pa	1846	1844	Unitarian	Rev. Abiel Abbot Livermore, A. M	4	2	0
113	Philadelphia Theological Seminary of St. Charles Borromeo.	Overbrook, Pa	1838	1832	Roman Catholic	Rev. William Kieran, D. D., vice rector	8		0
114	Divinity School of the Protestant Episcopal Church	Philadelphia, Pa	1862	1862	Prot. Episcopal	Rev. Daniel R. Goodwin, D. D., LL. D., dean.	5	1	4
115	St. Vincent's Seminary*	Philadelphia, Pa. (Germantown).	0	1868	Roman Catholic	Very Rev. Thomas J. Smith, V. C. M	7		
116	Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	Philadelphia, Pa. (218 Franklin street).		1864	Ev. Lutheran	Rev. C. W. Schaeffer, D. D., chairman of faculty.	4		4
117	Missionary Institute	Selinsgrove, Pa	1858	1856	Ev. Lutheran	Rev. H. Ziegler, D. D., superintendent	2		
118	The Crozer Theological Seminary*	Upland, Pa	1867	1868	Baptist	Rev. Henry G. Weston, D. D	5		4
119	Augustinian Monastery of St. Thomas of Villanova.	Villanova, Pa	1848	1842	Roman Catholic	Rev. Thomas C. Middleton, O. S. A., senior professor.	5		
120	Benedict Institute	Columbia, S. C			Baptist	Rev. E. J. Goodspeed, D. D., principal			
121	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.a	Columbia, S. C	1832	1831	Presbyterian	Rev. George Howe, D. D., LL. D., chairman of faculty.	4		
122	Baker Theological Institute*	Orangeburg, S. C		1869	Meth. Episcopal	Rev. Edward Cooke, D. D	2		
123	Theological department of Cumberland University	Lebanon, Tenn	1842	1854	Cumb. Presb	Rev. N. Green, chancellor	3		1

* From Report of the Commissioner of Education for 1879.

a Temporarily closed.

TABLE XI.—*Statistics of schools of theology for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
	1	2	3	4	5	6	7	8	9
124	Nashville Normal and Theological Institute	Nashville, Tenn	0	1865	Baptist	Lyman B. Tefft, acting principal	6	0	0
125	Theological course in Fisk University	Nashville, Tenn	1867	1869	Congregational	Rev. E. M. Cravath, A. M	2	0	0
126	Theological department of Central Tennessee College.	Nashville, Tenn	1866	1866	Meth. Episcopal.	Rev. John Braden, D. D	2	2	0
127	Theological department of Vanderbilt University*	Nashville, Tenn	1872	1875	Meth. Epis. So	Rev. T. O. Summers, D. D., LL. D., dean of faculty.	4	.....	4
128	Theological department, University of the South	Sewanee, Tenn	1856	1876	Prot. Episcopal	Rev. Telfair Hodgson, D. D., dean	5	0	0
129	Theological department of Burritt College	Spencer, Tenn	.....	1879	Christian	T. W. Brents	1	0	0
130	Theological department of Baylor University	Independence, Tex	1845	1866	Baptist	Rev. William Carey Crane, D. D., LL. D.	2	5	0
131	Theological department of Trinity University	Tehuacana, Tex	.....	.....	Cumb. Presb	Rev. W. E. Beeson, D. D	1	.....	.....
132	Union Theological Seminary*	Hampden Sidney College, Va.	1867	1824	Presbyterian	Rev. B. M. Smith, D. D., chairman of faculty.	4	0	4
133	Richmond Institute	Richmond, Va	1876	1867	Baptist	Rev. Charles H. Corey, A. M	a4	0	0
134	Theological Seminary of the Evangelical Lutheran General Synod South.*	Salem, Va	.....	1832	Lutheran	Rev. S. A. Repass, D. D	2	.....	b1
135	Protestant Episcopal Theological Seminary	Theological Seminary, Va	1854	1823	Prot. Episcopal	Rev. Joseph Packard, D. D., dean	6	.....	4
136	Mission House School	Franklin, Wis	.....	1862	Ger. Reformed	H. A. Muehlmeier	3	.....	.....
137	Luther Seminary	Madison, Wis	.....	1876	Nor. Ev. Luth	F. A. Schmidt	3	.....	.....
138	Norwegian Seminary	Marshall, Wis	.....	1874	Nor. Ev. Luth	David Lyngs	1	.....	.....
139	Nashotah House*	Nashotah, Wis	1847	1845	Prot. Episcopal	Rev. A. D. Cole, D. D	4	1	1
140	Seminary of St. Francis of Sales	St. Francis, Wis	1877	1856	Roman Catholic	Rev Kilian C. Flasch, rector	a13	.....	.....
141	Theological department of Howard University	Washington, D. C	1867	1870	Non-sect	Rev. William W. Patton, D. D	4	.....	1
142	Wayland Seminary	Washington, D. C	.....	1865	Baptist	Rev. G. M. P. King, A. M	4	3	.....

* From Report of the Commissioner of Education for 1879.

a In academic and theological departments.

b Also 1 in part.

TABLE XI.—*Statistics of schools of theology for* 1880, *&c.*—Continued.

	Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
		Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1880.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
	1	10	11	12	13	14	15	16	17	18	19	20	21	22
1	Alabama Baptist Normal and Theological Institute	50	.....	.....	.....	3	33	500	50	50	$10,000	.....	.....	May 28.
2	Theological department of Talladega College	11	4	.....	8	3	36	400	.....	75	2,500	.....	.....	June 16.
3	Institute for Training Colored Ministers	.....	.....	.....	.....	.....	40	.....	.....	.....	.....	.....	a42,370	July 1.
4	Pacific Theological Seminary	7	0	2	3	3	37	2,600	300	50	75,000	.....	.....	May 13.
5	San Francisco Theological Seminary	7	.....	.....	5	3	32	5,000	.....	.....	20,000	$55,000	.....	May 25.
6	Theological Institute of Connecticut	29	.....	23	.....	3	36	15,300	4,500	.....	.....	.....	.....	May 13.
7	Berkeley Divinity School*	26	.....	24	9	3	36	16,000	.....	.....	.....	.....	.....	
8	Theological department of Yale College	86	7	71	24	3	35	2,000	.....	.....	*$15,000	307,756	b27,659	May 19.
9	Atlanta Baptist Seminary*	c113	.....	.....	.....	.....	.....	600	.....	.....	10,000	.....	.....	June 12.
10	Theological department of Mercer University	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
11	Theological department of St. Viateur's College	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 23.
12	Theological department of Blackburn University*	11	.....	.....	.....	3	40	2,000	1,200	200	.....	.....	.....	June 10.
13	German Theological Class in Carthage College*	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
14	Chicago Theological Seminary	30	1	20	9	3	32	5,600	2,000	100	90,000	d237,379	17,937	April 27.
15	Presbyterian Theological Seminary of the Northwest*	41	3	26	12	3	30	9,000	.....	115	100,000	150,825	8,269	April 1.
16	Bible department of Eureka College*	21	0	0	.....	2	40	(e)	(e)	(e)	(e)	(e)	(e)	May 27.
17	Garrett Biblical Institute	60	.....	25	14	3	36	2,500	1,000	500	350,000	300,000	12,700	May.
18	Theological department of Northwestern German-English Normal School.	8	0	0	0	3	20	.....	.....	.....	.....	.....	.....	June 9.
19	Swedish-American Augari College and Missionary Institute.	23	0	0	0	.....	34	300	350	46	.....	.....	.....	June 16.
20	Theological department of McKendree College	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
21	Theological department of Lincoln University*	92	.....	13	16	6	40	3,162	135	182	(e)	150,000	6,000	June 16.
22	Wartburg Seminary*	21	.....	.....	9	3	40	f1,700	.....	.....	f5,000	f10.500	f800	June 30.

* From Report of the Commissioner of Education for 1879.

a Received from all sources.

b Includes amount received from students' fees, donations, &c.

c Of these 72 only are theological students.

d Also $73,000 unproductive assets.

e Reported with classical department (see Table IX).

f Property of the Evangelisch-Lutherisches Collegium.

TABLE XI.—*Statistics of schools of theology for* 1880, *&c.*—Continued.

	Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
		Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1880.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
	1	10	11	12	13	14	15	16	17	18	19	20	21	22
23	Baptist Union Theological Seminary	77	4	45	19	3	37	17,000	3,000	.....	.....	.....	.....	.....
24	Jubilee College[a]	.....	.....	.....	.....	.....	.....	5,000	500	.....	$12,000	.....	.....	May 20.
25	Augustana Theological Seminary	18	0	4	9	2	38	(b)	(b)	(b)	(b)	(b)	(b)	June 10.
26	Concordia College	90	.....	.....	.....	3	43	800	100	.....	15,000	.....	.....	.....
27	Theological department of Shurtleff College	9	.....	4	.....	3	36	1,572	200	1,022	.....	$20,000	$1,500	June 1.
28	Biblical course in Indiana Asbury University	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 23.
29	Theological department of Union Christian College	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	St. Meinrad's Seminary	20	14	.....	c11	3	42	(b)	.....	.....	(b)	.....	.....	June 30.
31	Theological department of Griswold College	9	0	1	2	3	36	(b)	(b)	(b)	(b)	.....	.....	June 22.
32	German Presbyterian Theological School of the Northwest.[a]	30	.....	.....	.....	.....	.....	.....	.....	.....	d13,862	.....	e5,772	.....
33	German College	14	.....	.....	.....	2	39	(b)	(b)	(b)	(b)	(b)	(b)	June 9.
34	Bible department of Oskaloosa College[a]	15	4	.....	1	3	40	1,200	100	.....	(b)	(b)	(b)	June 10.
35	Kansas Theological School	2	0	.....	2	3	36	3,550	.....	0	25,000	0	.....	June 15.
36	Danville Theological Seminary[a]	14	0	12	4	3	32	10,000	.....	.....	9,000	f157,000	10,000	April 15.
37	College of the Bible	51	3	0	8	2,4	40	800	400	50	0	40 000	2,500	June 7.
38	Preston Park Theological Seminary	21	2	12	.....	6	40	8,000	6,000	.....	85,000	.....	.....	.....
39	Southern Baptist Theological Seminary	92	2	.....	g10	3	40	9,000	1,000	500	0	30,000	2,000	May 2.
40	School of Theology in Bethel College	h15	.....	.....	.....	.....	40	.....	.....	.....	.....	.....	.....	June 9.
41	Theological department of Leland University	i41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	Theological department of Straight University	23	0	0	0	3	34	.....	.....	.....	.....	.....	.....	June 1.
43	Theological Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
44	Bangor Theological Seminary	28	0	5	.....	3	37	15,000	.....	200	60,000	186,000	12,500	June
45	Bates College Theological School	20	.....	8	4	3	.....	2,200	.....	.....	*25,000	.....	.....	June 29.
46	Centenary Biblical Institute	j118	.....	.....	.....	.....	.....	.....	.....	.....	20,000	.....	.....	.....
47	Theological Seminary of St. Sulpice and St. Mary's University	125	.....	.....	.....	5	42	(25,000)	.....	.....	.....	.....	.....	.....

47	Theological Seminary of St. Sulpice and St. Mary's University.	125					5	42	(25,000)						
48	Theological department of Mt. St. Mary's College														
49	Scholasticate of the Congregation of the Most Holy Redeemer (Mt. St. Clement).	30					6	46	11,000	250	500				July 19.
50	Woodstock College	(100)					7	42	30,000	2,000	8,000	60 000		0	June 30.
51	Andover Theological Seminary	61	7	59	28		3	40	39,000	12,000		240,000	780,000	46,000	June 30.
52	Boston University School of Theology	63	4	44	8		3	38	5,000				(b)	(b)	June 1.
53	Divinity School of Harvard University	23		13	5		3	43	19,100		600	*50,000	279,710	£18,934	June.
54	Episcopal Theological School	20		8	9		3	38	3,000			280,000	130,000	7,000	June 15.
55	Tufts College Divinity School	23	1	3	8	3, 4	3	39	3,000			(b)	(b)	(b)	June 8.
56	Newton Theological Institution	68	0	44	15		3	38	16,150		325	136,000	312,000	18,292	June 8.
57	New Church Theological School*	4	0	2	2		3	30	500			0	0	0	June 1.
58	Theological department of Hillsdale College*	26		4	2		3	39	5,000	1,000	200	(b)	20,000	1,800	June 17.
59	Seabury Divinity School	26													
60	Augsburg Seminary	23			3		3	31	*1,000			*25,000			
61	St. John's Seminary*	18					4								June.
62	Bishop Green Associate Mission and Training School	3	1	0	1		3	40	1,500	1,000	200	5,000			July.
63	Theological department of Shaw University	25													
64	Natchez Seminary	18					3	33				(l)	(l)		
65	St. Vincent's College and Theological Seminary*	4					5	41	5,000			60,000	0	0	June 20.
66	Jeremiah Vardeman School of Theology in William Jewell College.	47	1				3	38					40,000		June 9.
67	Concordia College (Seminary)*	93			24		3	44	4,650		70				
68	German Congregational Theological Seminary*	4	0	0	0		3	35	0	0	0		5,000	500	June 15.
69	Divinity School of Nebraska College*	3										m10,000			
70	German Theological School of Newark	21	0	0	5		6	39	*1,200			15,000	10,000	461	June 15.
71	Drew Theological Seminary	107		47	32		3	35	14,000	1,000		250,000	300,000	15,000	May 20.
72	Theological Seminary of the Reformed (Dutch) Church in America.	35	0	35	8		3	34	33,716	5,176	1,343	300,000	190,000	11,000	May 26.
73	Theological Seminary of the Presbyterian Church*	106	10	110	31		3	34	31,500	8,000	1,668	450,000	800,000	48,758	April 27.
74	Diocesan Seminary of the Immaculate Conception	34													
75	St. Bonaventure's Seminary						3								
76	Auburn Theological Seminary	55	0	42	12		3	35	14,000		1,800	200,000	382,000	23,400	May 5.
77	Brooklyn Lay College and Biblical Institute*	40	20		7		2	31	0	0	0				October 5.
78	Canton Theological School*	23	2	5	7		3, 4	39	8,000	1,500	75	25,000	82,652	5,640	June 30.
79	Hamilton Theological Seminary	35			12		3	39	8,000	300	200	40,000	150,000	9,000	June 16.
80	Hartwick Seminary (theological department)	15					3	39	(l)	(l)	(l)	(l)	(l)	(l)	June 29.
81	General Theological Seminary of the Protestant Episcopal Church.	87	0	66	18		3	40	16,841	9,864	945	200,000	126,350	7,518	June 2.
82	Union Theological Seminary*	130	12	136	39		3		36,680	38,226	1,210	200,000	850,000	55,000	
83	Rochester Theological Seminary*	70		40	14		3	35	13,000		1,000	105,000	300,000	19,000	May 20.
84	College and Seminary of Our Lady of Angels	85		1			3	42	6,000						June 30.
85	St. Andrew's Divinity School														
86	St. Joseph's Provincial Seminary	122				c17	4½	40	8,500			200,000			June 30.
87	Theological department of Biddle University	10		8	2		3	32	2,000						
88	Bennett Seminary	5					4	36	300		75	*13,000			June 10.

* From Report of the Commissioner of Education for 1879.
a All instruction suspended for some years.
b Reported with classical department (see Table IX).
c Number ordained as priests during the year.
d Value of building.
e Includes amount received from students' fees, donations, &c.
f Includes $23,000 unproductive funds.
g Includes 6 English graduates; there were also 60 graduates in separate schools.
h In 1879.
i Included in report of students in Table IX.
j For all departments.
k Received from all sources.
l Reported with academical department (see Table VI).
m In 1877.

TABLE XI.—*Statistics of schools of theology for* 1880, *&c.*—Continued.

Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1880.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
1	10	11	12	13	14	15	16	17	18	19	20	21	22
89 Theological department of Shaw University*	59	.....	.....	.....	4	32	2,200	200	200	$50,000	.....	.....	May 19.
90 Theological department of Trinity College	13	0	0	0	3	42	500	.....	.....	(a)	$0	$0	June 9.
91 Biblical department of Ashland College	3	.....	.....	.....	.....	.....	.....	.....	.....	(a)	(a)	(a)	.....
92 Theological department of German Wallace College	28	0	0	.....	3	40	.....	.....	.....	.....	.....	.....	June 8.
93 St. Charles Borromeo Theological Seminary	30	.....	.....	.....	10	40	7,150	200	80	15,000	.....	.....	August 20.
94 Lane Theological Seminary*	34	.....	.....	.....	3	.....	b13,000	.....	.....	c375,867	57,400	d20,532	.....
95 St. Mary's Theological Seminary	.....	25	.....	.....	5	44	.....	.....	.....	50,000	.....	.....	.....
96 German Lutheran Seminary	28	.....	18	6	3	40	3,600	.....	.....	.....	.....	.....	June 28.
97 Union Biblical Seminary	17	.....	.....	4	3	35	492	.....	20	20,000	30,000	d6,163	May 5.
98 Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.*	7	.....	.....	.....	3	36	b6,300	b8,500	.....	b220,000	b120,000	b8,000	June 24.
99 Department of theology (Oberlin College)*	47	1	36	8	3	38	.....	.....	.....	c75,000	.....	.....	June 5.
100 Theological department of Wittenberg College	18	.....	.....	.....	3	.....	.....	.....	.....	(a)	(a)	(a)	.....
101 Heidelberg Theological Seminary	16	0	14	7	2½	40	3,000	500	.....	.....	15,000	1,200	May 17.
102 Theological department of Urbana University*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
103 Theological Seminary of Wilberforce University*	16	0	0	3	4	42	.....	.....	.....	.....	.....	.....	June 16.
104 United Presbyterian Theological Seminary of Xenia	37	1	34	8	3	27	4,100	1,000	100	10,000	43,000	3,000	March 26.
105 Theological Seminary of the United Presbyterian Church	31	0	30	12	3	30	3,000	.....	0	35,000	64,129	3,803	March 29.
106 Western Theological Seminary of the Presbyterian Church.*	87	5	86	16	3	32	16,152	257	233	75,000	362,369	22,000	April 22.
107 Theological course in St. Vincent's College	38	.....	.....	f14	3	40	.....	.....	.....	.....	.....	.....	June 22.
108 Moravian Theological Seminary*	e28	.....	.....	.....	6	40	5,000	.....	.....	7,676	38,811	2,296	June 1.
109 Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.	37	.....	32	10	3	39	*10,437	*800	.....	50,000	80,000	4,000	June 30.
110 Theological Seminary of the Reformed Church in the United States.	23	.....	22	7	3	36	11,000	....	30	25,000	65,000	3,500	May 12.
111 Theological department of Lincoln University*	22	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	April 8.
112 Meadville Theological School													
113 Philadelphia Theological Seminary													

110	Theological Seminary of the Reformed Church in the United States.	23	.....	23	7	3	36	11,000	.....	.....	.....	.....	.....	April 8.
111	Theological department of Lincoln University*	22	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....
112	Meadville Theological School	12	0	1	.....	3	38	15,000	3,000	.....	e27,762	e149,802	e7,257	
113	Philadelphia Theological Seminary of St. Charles Borromeo.	95	.....	.....	.....	9	44	15,000	.....	.....	.....	0	0	
114	Divinity School of the Protestant Episcopal Church	27	1	14	4	3	37	8,000	250	.....	150,000	248,000	15,000	June 23.
115	St. Vincent's Seminary*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
116	Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	50	.....	36	15	3	40	7,000	.....	.....	40,000	e125,000	e7,500	June 7.
117	Missionary Institute	g3	.....	.....	g3	3	39	.....	.....	.....	.....	.....	.....	.....
118	The Crozer Theological Seminary*	49	.....	.....	11	3	38	5,000	.....	.....	150,000	200,000	15,000	June 9.
119	Augustinian Monastery of St. Thomas of Villanova	*97	*13	.....	.....	7	40	6,000	.....	.....	.....	.....	.....	
120	Benedict Institute	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	A16,136	
121	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.†	26	.....	.....	.....	3	.....	*22,295	.....	*1,372	*30,000	.....	*5,100	
122	Baker Theological Institute*	28	.....	.....	.....	3	33	.....	.....	.....	.....	.....	.....	.....
123	Theological department of Cumberland University	16	.....	.....	7	2	40	4,000	.....	.....	15,000	*20,000	*1,500	June 2.
124	Nashville Normal and Theological Institute	44	0	0	3	2	36	2,000	.....	.....	75,000	0	0	May 13.
125	Theological course in Fisk University	15	0	0	.....	3	40	0	0	.....	(a)	.....	.....	May 26.
126	Theological department of Central Tennessee College	50	0	0	0	3	36	(a)	(a)	(a)	(a)	(a)	(a)	May 19.
127	Theological department of Vanderbilt University*	50	.....	.....	16	3	40	7,000	5,000	200	100,000	200,000	14,000	May 28.
128	Theological department, University of the South	9	0	2	.....	3	40	200	200	.....	25,000	0	0	August 5.
129	Theological department of Burritt College	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
130	Theological department of Baylor University	11	0	0	.....	2	40	(a)	(a)	(a)	(a)	(a)	(a)	June 8.
131	Theological department of Trinity University	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
132	Union Theological Seminary*	51	0	40	19	3	36	11,000	.....	205	40,000	240,000	16,500	
133	Richmond Institute	60	.....	.....	6	6	35	2,500	.....	100	*50,000	.....	.....	May.
134	Theological Seminary of the Evangelical Lutheran General Synod South.*	12	.....	10	.....	3	40	500	.....	.....	.....	22,000	1,400	May 20.
135	Protestant Episcopal Theological Seminary	40	.....	.....	10	3	40	11,000	.....	.....	.....	.....	.....	June 23.
136	Mission House School	13	.....	.....	.....	3	38	2,221	.....	87	10,000	5,000	200	
137	Luther Seminary	43	.....	.....	3	3	.....	300	.....	20	12,000	.....	4,000	
138	Norwegian Seminary	14	.....	.....	.....	3	34	475	.....	5	.....	15,000	.....	.....
139	Nashotah House*	16	1	3	.....	3	42	7,000	2,000	40	100,000	35,000	1,500	June 29.
140	Seminary of St. Francis of Sales	f254	.....	.....	28	3	42	7,500	500	.....	125,000	0	0	June 29.
141	Theological department of Howard University	50	.....	5	10	3	35	(a)	.....	.....	(a)	.....	.....	May 6.
142	Wayland Seminary	36	.....	.....	.....	3	36	1,800	.....	.....	40,000	.....	.....	May 26.

* From Report of the Commissioner of Education for 1879.
a Reported with classical department (see Table IX).
b In 1877.
c Includes real estate yielding an annual income and bonds and notes.
d Includes receipts from other sources.
e In 1878.
f Number of priests ordained for the year.
g Number entering the ministry in 1880.
h Amount expended by the Home Mission Society for this institution in 1880.
i Temporarily closed.
j In both classical and theological departments.

TABLE XI.—*Memorandum.*

Name.	Location.	Remarks.
Swedish Theological Seminary.	Knoxville, Ill	See Swedish-American Anagari College and Missionary Institute; no session held from September, 1879, to June, 1880; reorganized September, 1880.

List of institutions from which no information has been received.

Name.	Location.
Indiana Conference Theological Seminary	Bareilly, Ind.
Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky.	Louisville, Ky.
Theological department, New Orleans University	New Orleans, La.
Theological School of Westminster College	Fulton, Mo.
De Lancey Divinity School	Geneva, N. Y.
Mt. St. Mary's Seminary	Cincinnati, Ohio.
Christliche Bildungs-Anstalt der Mennoniten	Wadsworth, Ohio.
Theological department of Ursinus College	Freeland, Pa., (Collegeville, P. O.).
St. Michael's Seminary	Pittsburgh, Pa.
St. John's Theological Seminary	Norfolk, Va.

TABLE XII.—*Statistics of schools of law for* 1880; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1880.
	1	2	3	4	5	6	7	8	9	10
1	Law School of University of Alabama	Tuscaloosa, Ala	a1832	1873	Burwell B. Lewis, LL. D	3	.....	20	.....	12
2	Hastings College of the Law (University of California).	San Francisco, Cal	1878	1878	S. Clinton Hastings, dean	3	0	181	.....	0
3	Law department of Yale College	New Haven, Conn	.....	1824	Francis Wayland, M. A., LL. D., dean	(17)		64	34	.....
4	Law department in University of Georgia	Athens, Ga	1785	1867	William L. Mitchell, LL. D., senior professor	4	1	7	.....	4
5	Law department of Mercer University	Macon, Ga	1874	1874	Clifford Anderson, chairman of faculty	3	.....	1	.....	.....
6	Bloomington Law School (Illinois Wesleyan University).	Bloomington, Ill	1853	1874	Rev. W. H. H. Adams, D. D	6	0	38	0	10
7	Union College of Law of Chicago and Northwestern Universities.	Chicago, Ill	.....	1859	Henry Booth, LL. D., dean	5	0	102	27	32
8	Law department of McKendree College	Lebanon, Ill	.....	1860	Henry H. Horner, A. M., dean	.....	2	11	.....	3
9	Law department, University of Notre Dame	Notre Dame, Ind	.....	.....	Lucius G. Tong, LL. B	3	.....	.....	.....	3
10	Iowa College of Law (Simpson Centenary College).b	Des Moines, Iowa	1867	1875	Rev. Edward L. Parks, A. M., B. D	4	.....	50	0	14
11	Law department, State University of Iowa	Iowa City, Iowa	1847	1865	William G. Hammond, LL. D, chancellor	(7)		139	20	120
12	Course of law in Iowa Wesleyan University	Mt. Pleasant, Iowa	.....	.....	Rev. W. J. Spaulding, PH. D	2	.....	4	.....	.....
13	Law School, University of Kansas	Lawrence, Kans	.....	1878	J. W. Green, A. M., dean	2	12	18	0	8
14	College of Law, Kentucky University c	Lexington, Ky	1858	1865	Madison C. Johnson, LL. D	5	.....	.....	.....	.....
15	Law department of University of Louisville	Louisville, Ky	1846	1846	Isaac Caldwell, president; James S. Pirtle, secretary.	3	0	45	10	25
16	Law department of Central University*	Richmond, Ky	1873	1874	Curtis F. Burnam, LL. D	2	.....	5	.....	3
17	Law department, Straight University	New Orleans, La	1870	1870	Rev. W. S. Alexander, D. D	4	0	23	0	9
18	Law department, University of Louisiana*	New Orleans, La. (box 1915)	1847	1847	Carleton Hunt, dean	4	0	36	.....	.....
19	School of Law of the University of Maryland	Baltimore, Md (32 Mulberry st.)	1812	1815	George W. Dobbin, LL. D., dean	4	.....	60	50	33

* From Report of the Commissioner of Education for 1879. a University charter. b Closed in September, 1880. c Suspended in June, 1879.

TABLE XII.—*Statistics of schools of law for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1880.
	1	2	3	4	5	6	7	8	9	10
20	Boston University School of Law	Boston, Mass	1869	1872	William F. Warren, S. T. D., LL. D	14	0	151	57	34
21	Law School of Harvard University	Cambridge, Mass	.....	1817	Charles W. Eliot, LL. D., president; C. C. Langdell, LL. D., dean.	6	.....	156	107	18
22	Law department, University of Michigan	Ann Arbor, Mich	1859	1859	Thomas M. Cooley, LL. D., dean	2	3	371	51	175
23	Department of Law, University of Mississippi	Oxford, Miss	1844	1853	Alexander P. Stewart, chancellor	3	3	20	.....	19
24	Law department, State University of Missouri	Columbia, Mo	1839	1872	Philemon Bliss, LL. D., dean	3	2	49	.....	12
25	St. Louis Law School (Washington University)	St. Louis, Mo. (1417 Lucas Place).	1853	1867	Henry Hitchcock, LL. D., dean	7	0	70	31	23
26	Albany Law School (Union University)*	Albany, N. Y	1851	1851	Horace E. Smith, LL. D	7	3	80	30	64
27	Law School of Hamilton College	Clinton, N. Y	.....	1854	Rev. Samuel G. Brown, D. D., LL. D	2	1	35	13	24
28	Columbia College Law School	New York, N. Y	1754	1858	Theodore W. Dwight, LL. D., warden	5	0	456	249	175
29	Department of Law, University of the City of New York.	New York, N. Y	1830	1858	Henry E. Davies, LL. D	5	.....	90	12	.....
30	Law department, University of North Carolina.	Chapel Hill, N. C	1789	1795	Kemp P. Battle, LL. D	1	0	13	0	5
31	Law department, Rutherford College a	Happy Home, N. C	1871	.....	Rev. R. L. Abernethy, A. M	1	.....	.....	.....	.....
32	Law department, Trinity College	Trinity, N. C	1852	1852	Rev. B. Craven, D. D., LL. D	3	0	14	0	0
33	Law School of the Cincinnati College	Cincinnati, Ohio	1819	1833	Jacob D. Cox, LL. D., dean	5	1	124	35	51
34	Law department, Wilberforce University*	Wilberforce, Ohio	1863	1872	Rev. B. F. Lee, B. D	2	.....	.....	.....	.....
35	Law department, Lafayette College	Easton, Pa	.....	1874	William S. Kirkpatrick, A. M., dean	.....	.....	.....	.....	.....
36	Law department, University of Pennsylvania	Philadelphia, Pa	1755	1790	E. Coppée Mitchell, LL. D., dean	5	0	140	.....	49
37	Law School, Cumberland University	Lebanon, Tenn	1842	1847	Nathan Green, A. M., LL. D., chancellor	3	.....	48	.....	27
38	Law department, Central Tennessee College	Nashville, Tenn	.....	.....	Rev. J. Braden, D. D	3	.....	2	.....	.....
39	Law department, Vanderbilt University*	Nashville, Tenn	1872	1874	Thomas H. Malone, M. A., dean	3	0	36	4	12

39	Law department, Vanderbilt University*	Nashville, Tenn.									
40	School of Law and Equity, Washington and Lee University.	Lexington, Va	1782	1867	General G. W. C. Lee, president of university.	(7)		15		
41	Law School, Richmond College	Richmond, Va	1840	1840	B. Puryear, LL. D., chairman of faculty	1	0	10		7
42	Law School, University of Virginia	University of Virginia, Va	1819	1825	James F. Harrison, M. D., chairman of faculty	2	0	104		17
43	Law department, West Virginia University	Morgantown, W. Va			Rev. J. R. Thompson, A. M	1		5		
44	Law department, University of Wisconsin	Madison, Wis	1838	1868	J. H. Carpenter, LL. D., dean	7	0	72	11	33
45	Columbian University Law School*	Washington, D. C	1821	1864	James C. Welling, LL. D	3	0	141		34
46	Law department of Georgetown University*	Washington, D. C	1815	1870	Charles W. Hoffman, LL. D., dean	6	0	48	7	7
47	Law department of Howard University	Washington, D. C	1867	1870	Richard T. Greener, LL. D., dean	3		8		
48	National University, law department	Washington, D. C	1870	1870	Arthur MacArthur	4	6	66	10	27

*From Report of the Commissioner of Education for 1879.

a Temporarily suspended.

TABLE XII.—*Statistics of schools of law for* 1880, *&c.*—Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Library.			Property, income, &c.				Date of next commencement.
				Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
1	11	12	13	14	15	16	17	18	19	20	21
1 Law School of University of Alabama	12½ mos.	40	$50								July 7
2 Hastings College of the Law (University of California)	3	40	a10					$100,000	$7,000	a$1,500	May 30.
3 Law department of Yale College	b2	35	100	8,200	1,000			10,000	564	6,785	June 28.
4 Law department in University of Georgia	2	41	100	*600		0	(c)	0	0	*420	July 20.
5 Law department of Mercer University	1		60								July.
6 Bloomington Law School (Illinois Wesleyan University)	2	36	40				$0	0	0	1,420	June 15.
7 Union College of Law of Chicago and Northwestern Universities	2	36	75				0	0	0	5,760	June 16.
8 Law department of McKendree College	2	40	21								June 9.
9 Law department, University of Notre Dame	2										June 23.
10 Iowa College of Law (Simpson Centenary College) d	1	39	50							620	June 8.
11 Law department, State University of Iowa	1, 2	38	50	2,500						*5,541	June 21.
12 Course of Law in Iowa Wesleyan University											
13 Law School, University of Kansas	2	40	25							325	June 8.
14 College of Law, Kentucky University e	2		50	*2,200							
15 Law department of University of Louisville	2	20	60				0	0	0	2,000	Feb. 25.
16 Law department of Central University*	2	17	50	390	250	25				300	June 9.
17 Law department, Straight University	2	20	56								June 1.
18 Law department, University of Louisiana*	2	23	100	f28,000			10,000	0		3,000	
19 School of Law of the University of Maryland	2	35	100				25,000				May 27.
20 Boston University School of Law	3	36	50-125								June 1.
21 Law School of Harvard University	3	39	150	18,006		500		55,457	5,528	23,700	June 29.
22 Law department, University of Michigan	2	20	(g)	4,037		100					March 23.
23 Department of Law, University of Mississippi	1	39½	50	*1,000			(c)	(c)	(c)	*650	June 30.
24 Law department, State University of Missouri	2	31	40				(c)	(c)	(c)	1,120	March 31.
25 St. Louis Law School (Washington University)	2	36	80	3,500			20,000			6,000	June 15.
26 Albany Law School (Union University)*	h1	40	130	1,105		233	20,000	0	0	12,000	May 21.
27 Law School of Hamilton College	2	38	60	6,000							June 30.
28 Columbia College Law School	2	32	100	6,940		590	0	0	0	43,591	May 18.
29 Department of Law, University of the City of New York	2	36	100								May 13.
30 Law department, University of North Carolina	2	40	100	700							June 2.

31	Law department, Rutherford College[f]											
32	Law department, Trinity College	3	42	0	500			(c)	0	0	0	June 9.
33	Law School of the Cincinnati College	2	32	60, 30	2, 100	100	250				6, 000	May 25.
34	Law department, Wilberforce University*	2										
35	Law department, Lafayette College											
36	Law department, University of Pennsylvania	2	36	80				(c)	(c)	(c)	9, 000	June 16
37	Law School, Cumberland University	1	40	100	500						3, 000	June 2.
38	Law department, Central Tennessee College											
39	Law department, Vanderbilt University*	2	40	100	(c)	(c)		(c)	(c)	(c)	3, 500	May 27.
40	School of Law and Equity, Washington and Lee University	2		[f]70								June 22.
41	Law School, Richmond College	2	39	80							800	June 23.
42	Law School, University of Virginia	2	36	80	*3, 000			(c)			*9, 265	July 1.
43	Law department, West Virginia University			[k]10								
44	Law department, University of Wisconsin	2	38	[l]18	1, 226					[m]3, 000	[j]1, 812	June 21.
45	Columbian University Law School*	3	34	75				20, 000				June 8.
46	Law department of Georgetown University*	3	34	50	(c)			(c)			*1, 282	June 2.
47	Law department of Howard University	3	37	40	200						202	May 30.
48	National University, law department	3	35	40	14	30	14	0	0	0	2, 500	June 8.

* From Report of the Commissioner of Education for 1879.
a Incidental fees.
b With graduate course, 4 years.
c Reported with classical department (see Table IX).
d Closed in September, 1880.
e Suspended in June, 1879.
f State property.
g Entrance fee $10 and annual tax $20 to residents of Michigan; to others, matriculation fee and annual tax, each $25.
h With one year of previous study.
i Temporarily suspended.
j Includes incidental fees.
k Matriculation fee.
l For non-residents; matriculation fee to all, $50.
m Annual appropriation.

TABLE XII.—*Memoranda.*

Name.	Location.	Remarks.
College of Law, Southern University	Greensboro', Ala	No information received.
Law department, Shaw University	Holly Springs, Miss	Not fully organized in 1880.
Department of Law, Trinity University	Tehuacana, Tex	Suspended.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1880; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1880.
	1	2	3	4	5	6	7	8	9	10
	I. MEDICAL AND SURGICAL.									
	1. *Regular.*									
1	College of Medicine, Southern University	Greensboro', Ala	.....	.....	Rev. J. Lewis, D. D., chancellor	6	.....	.....	.....	.....
2	Medical College of Alabama	Mobile, Ala	1800	1859	William H. Anderson, M. D., dean	8	.....	70	2	24
3	Medical department of Arkansas Industrial University.	Little Rock, Ark	1879	1879	P. O. Hooper, M. D	16	0	22	.....	10
4	Medical College of the Pacific (University College).	San Francisco, Cal	.....	1858	Henry Gibbons, jr., M. D., dean	10	.....	42	.....	7
5	Medical department, University of California	San Francisco, Cal	1868	1872	R. Beverly Cole, A. B., M. D., M. R. C. S., dean.	(16)		52	.....	.....
6	Medical department of Yale College	New Haven, Conn	1810	1813	Charles A. Lindsley, M. D., dean	10	8	25	6	4
7	Atlanta Medical College	Atlanta, Ga	1854	1855	H. V. M. Miller, M. D., LL. D., dean	12	1	94	5	48
8	Southern Medical College	Atlanta, Ga	1879	1879	T. S. Powell, M. D., president; Robert C. Word, M. D., dean.	12	3	112	.....	8
9	Medical College of Georgia (University of Georgia).	Augusta, Ga	1828	1829	George W. Rains, M. D., LL. D., dean	16	.....	112	.....	36
10	Savannah Medical College*	Savannah, Ga	1838	1853	W. M. Charters, M. D., president; W. Duncan, M. D., dean.	10	.....	12	0	.....
11	Chicago Medical College (Northwestern University).	Chicago, Ill	1859	1859	Nathan Smith Davis, M. D., LL. D., dean	28	0	a189	17	38
12	Rush Medical College	Chicago, Ill	1837	1843	J. Adams Allen, M. D., LL. D	29	2	505	172	144
13	Woman's Medical College	Chicago, Ill. (337 South Lincoln street).	1870	1870	William H. Byford, A. M., M. D	12	8	80	.....	10
14	Medical College of Evansville	Evansville, Ind	1845	1849	George B. Walker, M. D., dean	14	.....	24	1	5

15	Fort Wayne College of Medicine	Fort Wayne, Ind	.....	1879	William H. Gobrecht, M. D., dean	(12)		23	.....	6
16	Medical College of Fort Wayn*	Fort Wayne, Ind	1878	1876	H. D. Wood, A. M., M. D., dean	8	3	36	4	10
17	Central College of Physicians and Surgeons	Indianapolis, Ind	.....	1879	Charles D. Pearson, A. M., M. D., dean	(17)		40	.....	12
18	Medical College of Indiana (Butler University)	Indianapolis, Ind	1878	1878	Theophilus Parvin, M. D., LL. D., dean	11	0	207	0	137
19	Medical department of the State University of Iowa.	Iowa City, Iowa	1847	1870	J. L. Pickard, LL. D., president; W. F. Peck, A. M., M. D., dean.	(14)		127	.....	22
20	College of Physicians and Surgeons*	Keokuk, Iowa	1849	1849	J. C. Hughes, M. D., dean	9	1	282	.....	78
21	Hospital College of Medicine (Central University).	Louisville, Ky	1874	1874	William H. Bolling, M. D., dean	10	0	75	12	25
22	Kentucky School of Medicine	Louisville, Ky	1849	1850	John A. Octertony, A. M., M. D., dean	(11)		150	.....	44
23	Louisville Medical College*	Louisville, Ky	1868	1869	J. A. Ireland, M. D., dean	8	0	140	.....	70
24	Medical department of the University of Louisville.	Louisville, Ky	1837	1837	J. M. Bodine, M. D., dean	13	0	213	.....	.....
25	Medical department of the University of Louisiana.*	New Orleans, La	1835	1834	Tobias G. Richardson, M. D., dean	7	.....	193	.....	50
26	Medical School of Maine (Bowdoin College)	Brunswick, Me	1820	1820	Joshua L. Chamberlain, LL. D	(14)		103	17	.....
27	Portland School for Medical Instruction[b]	Portland, Me	1858	1856	Charles A. Ring, M. D	11	0	16	.....	.....
28	College of Physicians and Surgeons*	Baltimore, Md	1872	1872	Thomas Opie, M. D., dean	11	1	336	.....	80
29	School of Medicine (University of Maryland)	Baltimore, Md	1807	1807	L. McLane Tiffany, M. D., dean	23	.....	173	.....	66
30	College of Physicians and Surgeons	Boston, Mass	1880	1880	Hon. Horatio G. Parker	15	.....	.....	.....	0
31	Harvard Medical School (Harvard University)	Boston, Mass	.....	1782	Calvin Ellis, M. D., dean	(43)		241	115	45
32	Department of Medicine and Surgery (University of Michigan).	Ann Arbor, Mich	1837	1850	Alonzo B. Palmer, M. D., LL. D., dean	17	.....	380	38	91
33	Detroit Medical College*	Detroit, Mich	1868	1868	Theo. A. McGraw, M. D	18	0	120	.....	29
34	Michigan College of Medicine	Detroit, Mich	.....	.....	.....	.....	.....	.....	.....	.....
35	Medical School of the University of the State of Missouri.	Columbia, Mo	1839	1873	Joseph G. Norwood, M. D., LL. D., dean	(13)		43	.....	9
36	Kansas City College of Physicians and Surgeons	Kansas City, Mo	1869	1869	Simeon S. Todd, M. D	8	1	42	2	17
37	St. Joseph Hospital Medical College*	St. Joseph, Mo	.....	1877	Charles F. Knight, M. D	10	.....	19	.....	9
38	Missouri Medical College*	St. Louis, Mo. (23d street and Christy avenue).	1840	1840	P. Gervais. Robinson, M. D., dean	16	0	295	.....	87
39	St. Louis Medical College	St. Louis, Mo	1841	1842	John T. Hodgen, M. D., dean	21	.....	162	.....	41
40	New Hampshire Medical Institution (Dartmouth College).	Hanover, N. H	1769	1796	Carlton P. Frost, M. D., dean	4	11	80	8	26
41	Albany Medical College (Union University)*	Albany, N. Y	1839	1838	Thomas Hun, M. D., dean	14	2	161	.....	43
42	Long Island College Hospital[c]	Brooklyn, N. Y	1858	1860	Samuel G. Armor, M. D., LL. D., dean	(18)		115	.....	33
43	Medical department, University of Buffalo	Buffalo, N. Y	1846	1847	James P. White, M. D	5	4	138	10	54
44	Bellevue Hospital Medical College	New York, N. Y	1861	1861	Isaac E. Taylor, M. D	(47)		502	.....	142
45	College of Physicians and Surgeons (Columbia College).	New York, N. Y	1807	1807	Alonzo Clark, M. D., LL. D	(55)		555	108	117
46	Medical department, University of the City of New York.*	New York, N. Y	.....	1841	Charles Inslee Pardee, M. D., dean	27	.....	556	117	204
47	Woman's Medical College of the New York Infirmary.	New York, N. Y. (128 Second avenue).	1864	1868	Emily Blackwell, M. D., dean	0	21	60	2	11
48	College of Medicine of Syracuse University	Syracuse, N. Y	1875	1872	Frederick Hyde, M. D., dean	15	2	50	2	6
49	Medical School (University of North Carolina)	Chapel Hill, N. C	.....	.....	Kemp P. Battle, LL. D., president of university.	3	0	9	1	9
50	Cincinnati College of Medicine and Surgery	Cincinnati, Ohio	1851	1851	D. D. Bramble, M. D., dean	10	0	94	.....	27
51	Medical College of Ohio*	Cincinnati, Ohio	1819	1819	W. W. Dawson, M. D., dean	19	.....	326	.....	.....

* From Report of the Commissioner of Education for 1879.
[a] 41 of these are practitioners in a special course.
[b] This institution does not confer degrees.
[c] These statistics are for the year 1879.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1880.
	1	2	3	4	5	6	7	8	9	10
52	Miami Medical College	Cincinnati, Ohio	1852	1852	John A. Murphy, M. D., dean	10	.....	142	.....	42
53	Cleveland Medical College (Western Reserve College).	Cleveland, Ohio	1843	1843	John Bennitt, M. D., dean	12	1	114	6	29
54	Medical department, Wooster University	Cleveland, Ohio	1864	1864	Gustav C. E. Weber, M. D., LL. D., dean	13	3	114	4	39
55	Columbus Medical College	Columbus, Ohio	1875	1875	D. N. Kinsman, M. D., dean	6	4	150	10	61
56	Starling Medical College	Columbus, Ohio	1847	1847	Starling Loving, M. D., dean	13	3	99	.....	.....
57	Medical department, Willamette University	Portland, Oreg	1853	1866	E. P. Fraser, M. D., dean	9	0	33	.....	13
58	Jefferson Medical College	Philadelphia, Pa	1826	1825	Elleralie Wallace, M. D., dean	29	0	605	.....	196
59	Medical department, University of Pennsylvania.*	Philadelphia, Pa	1749	1765	James Tyson, M. D., secretary	.....	35	378	82	91
60	Woman's Medical College of Pennsylvania	Philadelphia, Pa	1850	1850	Rachel L. Bodley, M. D., dean	(20)		a83	9	13
61	Medical College of the State of South Carolina	Charleston, S. C	1832	1832	J Ford Prioleau, M. D., dean	10	0	72	.....	25
62	Medical department of the University of Nashville.	Nashville, Tenn	.....	1850	William T. Briggs, M. D., dean	(14)		101	.....	50
63	Medical department of Vanderbilt University	Nashville, Tenn	1873	1874	Thomas Menees, M. D., dean	(14)		.....	.....	.....
64	Meharry Medical Department of Central Tennessee College.	Nashville, Tenn	1866	1876	G. W. Hubbard, M. D., dean	5	3	22	.....	8
65	Nashville Medical College (University of Tennessee).	Nashville, Tenn	1876	1877	Duncan Eve, M. D., dean	12	2	100	.....	50
66	Texas Medical College and Hospital*	Galveston, Tex	1871	1873	J. F. Y. Paine, M. D., dean	(7)		.....	.....	6
67	Medical department, University of Vermont	Burlington, Vt	1854	1854	Rev. M. H. Buckham, A. M., D. D	8	11	145	5	53
68	Medical College of Virginia	Richmond, Va	1853	1853	James B. McCaw, M. D., dean	8	.....	50	10	20
69	Medical department, University of Virginia	University of Virginia, Va	1819	1825	James F. Harrison, M. D., chairman of faculty.	10	2	60	.....	12

70	Medical department, Georgetown University*	Washington, D. C. (Tenth and E streets).	1815	1815	F. A. Ashford, M. D., dean	14	0	38	6	6
71	Medical department of Howard University	Washington, D. C	1867	1867	Gideon S. Palmer, M. D., dean	9	.....	65	5	14
72	National Medical College (Columbian University).*	Washington, D. C	1821	1822	A. F. A. King, M. D., dean	11	0	55	.....	11
	2.—*Eclectic.*									
73	California Medical College (Eclectic)	Oakland, Cal	1878	1879	D. MacLean, M. D.	11	0	48	1	13
74	Bennett College of Eclectic Medicine and Surgery.	Chicago, Ill. (511 and 513 State street).	1869	1868	Milton Jay, M. D., dean	12	.....	136	50	52
75	American Medical College	St Louis, Mo	1873	1873	George C. Pitzer, M. D., dean	7	2	35	15	41
76	Eclectic Medical College of the City of New York.	New York, N. Y. (1 Livingston place and E. Fifteenth st.).	1865	1866	Robert S. Newton, M. D.	11	0	215	12	32
77	United States Medical College	New York, N. Y	1878	1878	Robert A. Gunn, M. D., dean	8	6	84	16	.....
78	Eclectic Medical Institute	Cincinnati, Ohio	1845	1843	John M. Scudder, M. D., dean	8	0	315	.....	50
	3.—*Homœopathic.*									
79	Chicago Homœopathic College	Chicago, Ill. (200 Michigan ave.).	1876	1876	J. S. Mitchell, M. D	18	.....	85	10	20
80	Hahnemann Medical College and Hospital	Chicago, Ill. (2811 and 2813 Cottage Grove avenue).	1855	1859	R. Ludlam, M. D., dean	13	0	315	22	100
81	Homœopathic medical department, State University of Iowa.	Iowa City, Iowa	1877	1877	A. C. Cowperthwaite, M. D., PH. D., dean	(7)		46	2	5
82	Boston University School of Medicine	Boston, Mass. (E. Concord st.)	1869	1873	William F. Warren, S. T. D., LL. D	30	3	109	7	36
83	Homœopathic Medical College (University of Michigan).	Ann Arbor, Mich	.....	1875	E. C. Franklin, M. D., dean	3	0	89	5	21
84	St. Louis College of Homœopathic Physicians and Surgeons.	St. Louis, Mo	1880	1380	G. S. Walker, M. D., dean	(14)		.....	.....	.....
85	College of Physicians and Surgeons*	Buffalo, N. Y	1879	1879	S. W. Wetmore, M. D., dean	11	3	.....	.....	6
86	New York Homœopathic Medical College	New York, N. Y	1859	1859	J. W. Dowling, M. D., dean	22	.....	163	.....	54
87	New York Medical College and Hospital for Women.	New York, N. Y. (cor. Lexington ave. and Thirty-seventh st.).	1863	1863	Mrs. Clemence S. Lozier, M. D	.....	18	41	.....	6
88	Pulte Medical College*	Cincinnati, Ohio (cor. Seventh and Mound streets).	1872	1872	D. W. Hartshorn, M. D., dean	7	2	66	.....	32
89	Homœopathic Hospital College*b*	Cleveland, Ohio	1849	1849	N. Schneider, M. D., dean	(17)		108	6	25
90	Hahnemann Medical College of Philadelphia	Philadelphia, Pa	1848	1848	A. R. Thomas, M. D., dean	20	0	198	31	75
	II.—DENTAL.									
91	Cogswell Dental College (University of California).	San Francisco, Cal	.....	.....		.....	.....	.....	.....	.....
92	Indiana Dental College	Indianapolis, Ind	1879	1879	William L. Heiskell (president board of trustees).	8	2	21	.....	*c*3
93	Baltimore College of Dental Surgery	Baltimore, Md	1839	1840	Ferdinand J. S. Gorgas, A. M., M. D., D. D. S., dean.	12	6	97	13	53
94	Boston Dental College	Boston, Mass	1868	1868	J. A. Follett, A. M., M. D., dean	23	0	56	0	19
95	Dental School of Harvard University	Boston, Mass	1868	1868	Thomas H. Chandler, D. M. D., dean	(19)		18	.....	5
96	Dental College of the University of Michigan	Ann Arbor, Mich	1874	1874	Jonathan Taft, D. D. S., dean	(10)		86	.....	34
97	Kansas City Dental College	Kansas City, Mo	.....	.....	John K. Stark, dean	.....	.....	.....	.....	.....
98	Missouri Dental College	St. Louis, Mo	1865	1866	Henry H. Mudd, M. D., dean	9	.....	13	.....	.....

*From Report of the Commissioner of Education for 1879. *a* There were 60 matriculates for the spring term. *b* These statistics are for the year 1879. *c* Also 1 honorary.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1880, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1880.
	1	2	3	4	5	6	7	8	9	10
99	Western College of Dental Surgeons	St. Louis, Mo	.....	.....	C. W. Spalding, dean	.....	.....	.....	.....	.....
100	New York College of Dentistry*	New York, N.Y. (245 East Twenty-third street).	1865	1866	Frank Abbott, M. D., dean	24	0	99	10	19
101	Ohio College of Dental Surgery	Cincinnati, Ohio	1844	1845	Henry A. Smith, D. D. S., dean	8	0	61	.....	.....
102	Department of dentistry, University of Pennsylvania.*	Philadelphia, Pa	.....	1878	Charles J. Essig, M. D., D. D. S. (secretary)	21	5	77	4	20
103	Pennsylvania College of Dental Surgery	Philadelphia, Pa	1854	1855	C. N. Peirce, M. D., dean	.....	17	a45	5	57
104	Philadelphia Dental College *b*	Philadelphia, Pa	1863	1863	D. D. Smith, M. D., D. D. S., dean	(26)		113	.....	49
105	Dental department of the University of Tennessee.*	Nashville, Tenn	1878	1878	Duncan Eve, M. D., dean	7	.....	24	17	7
106	Dental department of Vanderbilt University*	Nashville, Tenn	.....	1879	William H. Morgan, M. D., D. D. S., dean	(22)		.....	.....	.....
	III.—PHARMACEUTICAL.									
107	California College of Pharmacy	San Francisco, Cal	1872	1872	Emlen Painter, dean	4	.....	67	.....	8
108	Chicago College of Pharmacy	Chicago, Ill. (79 Dearborn street)	1859	1860	N. Gray Bartlett	5	.....	98	.....	18
109	Louisville College of Pharmacy	Louisville, Ky	1873	1871	Vincent Davis	3	.....	42	.....	.....
110	Class in pharmacy (medical department of the University of Louisiana).*	New Orleans, La	.....	.....	Randell Hunt, LL. D., president of university.	.....	.....	.....	.....	18
111	Maryland College of Pharmacy	Baltimore, Md	1841	1841	Joseph Roberts	4	0	68	.....	20
112	Massachusetts College of Pharmacy	Boston, Mass	1852	1867	Benjamin F. Stacey	4	.....	60	.....	20
113	School of Pharmacy of the University of Michigan.	Ann Arbor, Mich	.....	1868	Albert B. Prescott, M. D., dean	(12)		88	3	24
114	St. Louis College of Pharmacy*	St. Louis, Mo	1866	1865	James M. Good, PH. G., dean	4	0	94	.....	16
115	College of Pharmacy of the City of New York	New York, N. Y. (209 and 211 East Twenty-third street).	1831	1829	Ewen McIntyre, PH. G	0	5	335	0	43

116	Cincinnati College of Pharmacy*	Cincinnati, Ohio (corner Fifth and John streets).	1850	1871	John Weyer	3	0	91	.....	.....
117	Philadelphia College of Pharmacy	Philadelphia, Pa	1822	1821	Dillwyn Parrish	0	3	350	.....	.....
118	Pittsburgh College of Pharmacy*	Pittsburgh, Pa	1878	1878	George A. Kelly	3	.....	16	11	11
119	Department of pharmacy of Vanderbilt University.*	Nashville, Tenn	.....	1879	N. T. Lupton, M. D., LL. D., dean	4	0	12	0	2
120	National College of Pharmacy*	Washington, D. C.	1872	1873	J. D. O'Donnell	3	0	c26	0	6

*From Report of the Commissioner of Education for 1879.
a For the spring term only.
b These statistics are for the year 1879.
c Winter course; 18 matriculated for the spring course.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1880, *&c.*—Continued.

	Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
				Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
	1	11	12	13	14	15	16	17	18	19	20	21	22	23
	I.—MEDICAL AND SURGICAL.													
	1.—*Regular.*													
1	College of Medicine, Southern University.	*3	.....	.....	.....	.....	*$5	*$25	*c$100	.....	.....	.....	.....	*July 7.
2	Medical College of Alabama	3	20	500	.....	.....	5	25	50	$125,000	$0	.....	$3,500	March.
3	Medical department of Arkansas Industrial University.	3	20	.....	.....	.....	5	25	50	10,000	.....	.....	1,500	March.
4	Medical College of the Pacific (University College).	3	20	.....	.....	.....	5	40	130	.....	.....	.....	4,794	November.
5	Medical department, University of California.	53	37	.....	.....	.....	5	40	130	*60,000	.....	.....	*5,000	
6	Medical department of Yale College	3	38	.....	.....	.....	5	30	200	.....	29,102	c$4,251	3,855	June 29.
7	Atlanta Medical College	3	24	.....	.....	.....	5	30	85	22,000	.....	.....	6,671	March 13.
8	Southern Medical College	3	18–20	600	5,000	100	5	30	75	20,000	.....	.....	5,002	March 3.
9	Medical College of Georgia (University of Georgia).	3	16	5,000	.....	.....	5	30	75	50,000	.....	.....	3,000	March 1.
10	Savannah Medical College*	3	20	5,000	2,000	150	5	30	50	d2,000	0	0	650	
11	Chicago Medical College (Northwestern University).	3	30	.....	.....	.....	5	30	75	50,000	.....	.....	9,000	March 29.
12	Rush Medical College	3	33	.....	.....	.....	5	c30	75	60,000	.....	.....	48,000	
13	Woman's Medical College	3	33	.....	.....	.....	5	20	50	17,000	.....	.....	3,500	March 1.
14	Medical College of Evansville	3	20	.....	.....	.....	5	25	50	d200	.....	.....	1,754	February.
15	Fort Wayne College of Medicine	3	21	.....	.....	.....	5	25	40	.....	.....	.....	.....	February 28.
16	Medical College of Fort Wayne*	3	22	.....	.....	.....	5	25	40	f2,000	.....	.....	1,800	February 20
17	Central College of Physicians and Surgeons.	3	22	.....	.....	.....	5	25	40	.....	.....	.....	.....	March 1.

18	Medical College of Indiana (Butler University).	3	20	1,200	150	400	5	25	40	10,000	1,000	50	12,000	March 3.
19	Medical department of the State University of Iowa.	2, 3	20	*300	0	.....	5	c25	15	(g)	(g)	h*4,250	*4,750	March 2.
20	College of Physicians and Surgeons*	3	20	.....	.....	.....	5	30	20	50,000	.....	.....	10,000	March 2.
21	Hospital College of Medicine (Central University).	3	20	.....	.....	.....	5	30	75	12,000	.....	.....	6,750	
22	Kentucky School of Medicine	3	20	.....	.....	.....	5	30	75	d5,000	.....	.....	12,000	June 29.
23	Louisville Medical College*	3	26	0	.....	.....	5	30	80	.....	.....	.....	6,928	February 28.
24	Medical department of the University of Louisville.	3	20	4,000	.....	.....	5	30	90	*50,000	.....	.....	.....	March.
25	Medical department of the University of Louisiana.*	3	20	2,000	500	.....	5	30	140	75,000	0	0	14,489	March 14.
26	Medical School of Maine (Bowdoin College).	3	16	*4,500	.....	.....	5	20	75	i25,000	.....	.....	.....	
27	Portland School for Medical Instruction j	1	32	.....	.....	.....	.....	.....	60	.....	.....	.....	.....	
28	College of Physicians and Surgeons*	3	20	.....	.....	.....	5	30	120	.....	*e	.....	.....	March 4.
29	School of Medicine (University of Maryland).	2, 3	23	*2,000	.....	.....	5	30	120	80,000	.....	.....	.....	March.
30	College of Physicians and Surgeons	3	38	100	300	100	5	30	85	.....	0	0	.....	June.
31	Harvard Medical School (Harvard University).	3, 4	39	2,000	.....	.....	5	30	200	.....	112,804	c62,052	51,986	June 20.
32	Department of Medicine and Surgery (University of Michigan).	3	40	(g)	.....	.....	(k)	10	(k)	.....	.....	.....	.....	June 30.
33	Detroit Medical College*	3	36	500	2,000	.....	5	25	25–40	30,000	.....	.....	6,771	March 2.
34	Michigan College of Medicine	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
35	Medical School of the University of the State of Missouri.	(l)	36	(g)	(g)	(g)	.....	5	50	(g)	(g)	(g)	*2,000	June 3.
36	Kansas City College of Physicians and Surgeons.	3	21	55	225	5	5	20	60	10,000	1,000	100	2,301	March 1.
37	St. Joseph Hospital Medical College*	3	21	.....	.....	.....	5	25	60	.....	.....	.....	.....	March.
38	Missouri Medical College*	3	24	.....	.....	.....	5	25	60	45,000	.....	.....	19,000	March 4.
39	St. Louis Medical College	3	20	1,200	.....	.....	5	20	90	50,000	.....	.....	13,800	March 3.
40	New Hampshire Medical Institution (Dartmouth College).	3	43	1,500	3,000	.....	b	25	122	40,000	.....	0	5,500	June.
41	Albany Medical College (Union University).*	3	m20	45,000	.....	.....	5	25	100	50,000	5,000	.....	.....	March.
42	Long Island College Hospital n	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,600	
43	Medical department, University of Buffalo.	3	20	.....	.....	.....	5	25	75	40,000	0	0	.....	February 25.
44	Bellevue Hospital Medical College	3	.....	.....	.....	.....	5	30	100, 140	.....	.....	.....	.....	
45	College of Physicians and Surgeons (Columbia College).	3	32	.....	.....	.....	5	30	140	.....	.....	.....	.....	May.
46	Medical department, University of the City of New York.*	3	32	.....	.....	.....	5	30	140	141,470	.....	.....	.....	February.

* From Report of the Commissioner of Education for 1879.
a Fees for the course.
b With three courses of lectures.
c Includes receipts from other sources.
d Value of apparatus.
e Examination fee.
f Value of apparatus, museum, and specimens.
g Reported with classical department (Table IX).
h Used by this department out of the income from general funds of the university.
i In 1878.
j This institution does not confer degrees.
k Matriculation fee $10 and annual tax $20 to residents of Michigan; to others, matriculation fee and annual tax, each $25.
l Two years at school and previous reading.
m Also a spring course of eight weeks.
n These statistics are for the year 1879.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1880, *&c.*—Continued.

	Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
				Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
	1	11	12	13	14	15	16	17	18	19	20	21	22	23
47	Woman's Medical College of the New York Infirmary.	3	32	55	70	.....	$5	$30	$120	$22,500	$0	$0	$3,551	May 31.
48	College of Medicine of Syracuse University.	3	36	.....	.....	.....	5	25	100	20,000	0	0	3,000	June 9.
49	Medical School (University of North Carolina).	2	40	400	100	.....	0	0	80	.....	.....	.....	.....	June 2.
50	Cincinnati College of Medicine and Surgery.	3	24	.....	.....	.....	5	25	80	.....	.....	.....	.....	
51	Medical College of Ohio*	3	20	.....	.....	.....	5	25	75	.....	.....	.....	.....	
52	Miami Medical College	3	22	.....	.....	.....	5	25	75	30,000	.....	.....	10,000	March.
53	Cleveland Medical College (Western Reserve College).	3	25	3,000	.....	100	5	30	50	25,000	0	.....	7,500	
54	Medical department, Wooster University.	3	36	.....	.....	.....	5	30	50	20,000	.....	.....	6,870	
55	Columbus Medical College	3	26	0	0	0	5	25	30	10,000	.....	.....	6,000	March 1.
56	Starling Medical College	3	24	2,000	1,000	.....	5	25	40	100,000	.....	.....	.....	February.
57	Medical department, Willamette University.	3	20	10	20	2	5	30	135	.....	400	.....	2,900	December 5.
58	Jefferson Medical College	3	21	.....	.....	.....	5	30	150	.....	.....	.....	.....	March 12.
59	Medical department, University of Pennsylvania.*	3	22	4,500	3,500	230	5	30	a150	300,000	50,000	3,000	43,466	February.
60	Woman's Medical College of Pennsylvania.	3	22	500	.....	.....	5	30	105	.....	.....	.....	.....	March 17.
61	Medical College of the State of South Carolina.	3	20	.....	.....	.....	5	30	75	40,000	0	0	6,000	March.
62	Medical department of the University of Nashville.	3	20	.....	.....	.....	5	30	50	b40,000	.....	.....	.....	February 24.

63	Medical department of Vanderbilt University.	3	20	.....	.....	.....	5	30	80	.....	.....	.....	.....	February 24.
64	Meharry Medical Department of Central Tennessee College.	2	20	50	.....	.....	0	10	30	10,000	.....	.....	300	February 24.
65	Nashville Medical College (University of Tennessee).	3	24	500	300	.....	5	10	50	40,000	.....	.....	12,000	February.
66	Texas Medical College and Hospital*	3	26	.....	.....	.....	.....	.....	70	.....	.....	.....	.....	March.
67	Medical department, University of Vermont.	3	17	(c)	(c)	(c)	5	25	75	20,000	0	.....	10,000	June 30.
68	Medical College of Virginia	3	40	2,500	1,000	.....	5	30	120	60,000	.....	6,000	4,000	June 15.
69	Medical department, University of Virginia.	2	36	.....	.....	.....	d30	7½	110	.....	.....	.....	.....	June 30.
70	Medical department, Georgetown University.*	3	29	.....	.....	.....	5	e30	100	f1,000	0	.....	.....	April.
71	Medical department of Howard University.	3	21	.....	.....	.....	10	30	0	50,000	.....	.....	1,256	March 2.
72	National Medical College (Columbian University).*	3	28	0	0	0	5	30	135	0	0	0	2,950	March 18.
	2.—*Eclectic.*													
73	California Medical College (Eclectic)	3	g26	0	0	0	5	30	h120	20,000	.....	.....	4,000	April 30.
74	Bennett College of Eclectic Medicine and Surgery.	3	26	.....	.....	.....	5	25	50	60,000	.....	.....	7,000	March 28.
75	American Medical College	3	40	150	300	.....	5	25	50	1,000	.....	.....	5,864	June 2.
76	Eclectic Medical College of the City of New York.	3	20	2,000	3,000	.....	5	30	50	58,000	0	0	.....	March.
77	United States Medical College	3	21	25	.....	.....	5	30	75	f2,000	0	.....	3,871	March 3.
78	Eclectic Medical Institute	3	40	.....	.....	.....	5	25	i150	80,000	0	0	12,000	June 7.
	3.—*Homœopathic.*													
79	Chicago Homœopathic College	3	22	.....	.....	.....	5	25	50	.....	.....	.....	5,500	March 2.
80	Hahnemann Medical College and Hospital.	2, 3	j31	0	0	0	5	25	55	100,000	.....	.....	13,000	March 1.
81	Homœopathic medical department, State University of Iowa.	2, 3	20	*320	*400	*120	5	25	15, 20	*10,000	(c)	(c)	*700	March 1.
82	Boston University School of Medicine	3, 4	36	.....	.....	.....	5	30	50–125	.....	.....	.....	.....	June 1.
83	Homœopathic Medical College (University of Michigan).	3	36	.....	30,000	.....	(k)	10	(k)	.....	.....	.....	.....	July 1.
84	St. Louis College of Homœopathic Physicians and Surgeons.	3	22	.....	.....	.....	5	25	50	.....	.....	.....	.....	March.
85	College of Physicians and Surgeons*	3	.....	.....	.....	.....	5	25	50	.....	.....	.....	.....	
86	New York Homœpathic Medical College.	3	21	.....	.....	.....	5	30	125	.....	.....	.....	.....	March 5

* From Report of the Commissioner of Education for 1879.
a For the first and second years; for the third year $110.
b In 1878.
c Reported with classical department (Table IX).
d Matriculation and library fee.
e Free to those who take three courses.
f Value of apparatus.
g Also a summer term of 13 weeks.
h For two years; third year free.
i For the full course.
j Includes spring term of 10 weeks.
k Matriculation fee $10 and annual tax $20 to residents of Michigan; to others, matriculation fee and annual tax, each $25.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1880, *&c.*—Continued.

	Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
				Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
	1	11	12	13	14	15	16	17	18	19	20	21	22	23
87	New York Medical College and Hospital for Women.	3	20	100	1,000	25	$5	$10	$80	.....	.....	.....	.....	April 1.
88	Pulte Medical College*	3	23	.....	.....	.....	5	30	65	$45,000	.....	.....	.....	March.
89	Homœopathic Hospital College a	2, 3	22	.....	.....	.....	5	30	40, 60	.....	.....	.....	.....	February 25.
90	Hahnemann Medical College of Philadelphia.	3	20	2,000	1,000	.....	5	30	100	30,000	.....	.....	$14,058	March.
	II.—DENTAL.													
91	Cogswell Dental College (University of California).	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
92	Indiana Dental College	1	20	.....	.....	.....	5	25	85	b600	.....	.....	2,293	March.
93	Baltimore College of Dental Surgery	2	21	(1,000)		.....	5	30	100	.....	.....	.....	11,107	March.
94	Boston Dental College	3	18	60	.....	.....	5	30	100	.....	$0	$0	6,330	March 2.
95	Dental School of Harvard University	3	39	.....	.....	.....	.....	.....	200, 150, 50	*15,000	.....	.....	c3,018	June 29.
96	Dental College of the University of Michigan.	3	22	125	150	.....	(d)	10	(d)	*c12,600	.....	.....	*3,000	March.
97	Kansas City Dental College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
98	Missouri Dental College	2	20	.....	.....	.....	5	20	110	.....	.....	.....	1,389	March.
99	Western College of Dental Surgeons	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
100	New York College of Dentistry*	2	32	.....	.....	.....	5	30	145	b5,000	.....	.....	6,929	February 24.
101	Ohio College of Dental Surgery	2	20	.....	.....	.....	5	20	75	20,000	.....	.....	6,500	March 3.
102	Department of dentistry, University of Pennsylvania.*	2	30	5,000	.....	.....	5	30	100	70,000	.....	.....	8,694	March.
103	Pennsylvania College of Dental Surgery	2	22	150	200	0	5	30	100	0	1,500	.....	15,000	March.
104	Philadelphia Dental College a	2	36	.....	.....	.....	5	30	100	f10,000	.....	.....	f11,000	February.
105	Dental department of the University of Tennessee.*	2	20	.....	.....	.....	5	10	50	b3,000	.....	.....	16,000	February.

106	Dental department of Vanderbilt University.*	2	21	.....	.....	.....	5	30	75	.....	.....	.....	.....	February 26.
	III.—PHARMACEUTICAL.													
107	California College of Pharmacy	2	20–25	.....	.....	.....	2½	10	50	.....	.....	.....	1,633	November.
108	Chicago College of Pharmacy	2	26	2,000	.....	.....	4	5	36	.....	.....	.....	.....	
109	Louisville College of Pharmacy	2	40	260	200	7	5	10	.....	5,000	.....	.....	.....	March.
110	Class in pharmacy (medical department of the University of Louisiana).*	2	.....	.....	.....	.....	.....	20	40	.....	.....	.....	.....	March 14.
111	Maryland College of Pharmacy	2	17	.....	.....	.....	2	10	51	8,000	0	0	.....	March.
112	Massachusetts College of Pharmacy	3	20	1,300	3,000	.....	4	10	60	6,000	3,000	300	3,000	April.
113	School of Pharmacy of the University of Michigan.	2	34	.....	.....	.....	(d)	10	(d)	.....	.....	.....	.....	June.
114	St. Louis College of Pharmacy*	2	*g*32	.....	.....	.....	2	5	*h*60	3,500	0	.....	3,500	March.
115	College of Pharmacy of the City of New York.	2	21–22	1,351	130	173	0	10	40	49,000	0	0	12,724	March 22.
116	Cincinnati College of Pharmacy*	2	20	151	81	28	5	10	*h*50	*b*500	600	.....	3,165	March.
117	Philadelphia College of Pharmacy	2	20	1,198	150	200	4	10	36	68,000	0	0	3,000	March.
118	Pittsburgh College of Pharmacy	2	20	40	.....	.....	4	10	36	*b*800	.....	.....	.....	
119	Department of pharmacy of Vanderbilt University.*	2	20	.....	.....	.....	10	5	50	(*i*)	.....	.....	.....	February 25.
120	National College of Pharmacy*	2	*f*33	.....	.....	.....	5	10	*h*40	.....	0	0	820	June.

* From Report of the Commissioner of Education for 1879.
a These statistics are for the year 1879.
b Value of apparatus.
c Includes receipts from other sources.
d Matriculation fee $10 and annual tax $20 to residents of Michigan; to others, matriculation fee and annual tax, each $25.
e Value of buildings and apparatus.
f In 1878.
g Includes summer term of 10 weeks.
h Includes laboratory fees.
i Reported with classical department (see Table IX).
j Includes spring course of 12 weeks.
k Includes ticket for spring course in analytical chemistry.

TABLE XIII.—*Memoranda.*

Name.	Location.	Remarks.
Bennett Medical College	Chicago, Ill	See Bennett College of Eclectic Medicine and Surgery.
New Orleans Dental College	New Orleans, La	No information received.
Homœopathic College of Physicians and Surgeons	Buffalo, N. Y	See College of Physicians and Surgeons; word "Homœopathic" elided by Supreme Court July 15, 1880.
Tennessee College of Pharmacy	Nashville, Tenn	Temporarily suspended.

TABLE XIV.—PART 1.—*Summary of examinations for admission to the United States Military Academy for the year* 1880.*a*

States and Territories.	Number of candidates.	Number accepted.	Number rejected.							
			Total.	On what account.						
				Physical disability.	For deficiency in—					
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.
Alabama	5	2	3	.....	1	2	.....	.....	1	1
Arkansas	3	1	2	.....	1	2	.....	.....	.....	.....
California	0	0	0	.....	.....	.....	.....	.....	.....	.....
Colorado	1	1	0	.....	.....	.....	.....	.....	.....	.....
Connecticut	0	0	0	.....	.....	.....	.....	.....	.....	.....
Delaware	1	1	0	.....	.....	.....	.....	.....	.....	.....
Florida	0	0	0	.....	.....	.....	.....	.....	.....	.....
Georgia	4	3	1	.....	.....	.....	1	.....	.....	.....
Illinois	6	4	2	.....	.....	.....	2	.....	.....	.....
Indiana	2	1	1	.....	.....	.....	.....	1	1	1
Iowa	2	2	0	.....	.....	.....	.....	.....	.....	.....
Kansas	1	1	0	.....	.....	.....	.....	.....	.....	.....
Kentucky	3	1	2	.....	.....	1	2	1	2	2
Louisiana	3	2	1	.....	.....	.....	1	.....	.....	.....
Maine	1	1	0	.....	.....	.....	.....	.....	.....	.....
Maryland	3	2	1	.....	1	1	1	1	1	.....
Massachusetts	5	4	1	1	.....	.....	.....	.....	.....	.....
Michigan	2	2	0	.....	.....	.....	.....	.....	.....	.....
Minnesota	1	1	0	.....	.....	.....	.....	.....	.....	.....
Mississippi	3	1	2	.....	.....	2	2	1	1	.....
Missouri	2	1	1	.....	.....	1	.....	1	1	1
Nebraska	0	0	0	.....	.....	.....	.....	.....	.....	.....
Nevada	0	0	0	.....	.....	.....	.....	.....	.....	.....
New Hampshire	3	3	0	.....	.....	.....	.....	.....	.....	.....
New Jersey	0	0	0	.....	.....	.....	.....	.....	.....	.....
New York	11	9	2	.....	.....	1	1	2	2	.....
North Carolina	2	2	0	.....	.....	.....	.....	.....	.....	.....
Ohio	6	4	2	.....	.....	.....	2	2	.....	1
Oregon	0	0	0	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	15	11	4	.....	.....	1	2	2	3	2
Rhode Island	3	0	3	1	.....	.....	2	.....	1	.....
South Carolina	3	2	1	.....	.....	.....	1	.....	1	.....
Tennessee	7	3	4	.....	.....	2	2	1	2	.....
Texas	4	2	2	.....	.....	1	2	2	1	2
Vermont	1	1	0	.....	.....	.....	.....	.....	.....	.....
Virginia	1	1	0	.....	.....	.....	.....	.....	.....	.....
West Virginia	1	0	1	.....	.....	.....	.....	.....	1	.....
Wisconsin	2	2	0	.....	.....	.....	.....	.....	.....	.....
Arizona	0	0	0	.....	.....	.....	.....	.....	.....	.....
Dakota	1	1	0	.....	.....	.....	.....	.....	.....	.....
District of Columbia	0	0	0	.....	.....	.....	.....	.....	.....	.....
Idaho	0	0	0	.....	.....	.....	.....	.....	.....	.....
Montana	0	0	0	.....	.....	.....	.....	.....	.....	.....
New Mexico	0	0	0	.....	.....	.....	.....	.....	.....	.....
Utah	0	0	0	.....	.....	.....	.....	.....	.....	.....
Washington	1	1	0	.....	.....	.....	.....	.....	.....	.....
Wyoming	0	0	0	.....	.....	.....	.....	.....	.....	.....
Foreign	0	0	0	.....	.....	.....	.....	.....	.....	.....
At large	0	0	0	.....	.....	.....	.....	.....	.....	.....
Total	109	73	36	2	3	14	21	14	18	10

a A comparison of this summary with that given in the Report of the Commissioner of Education for 1879 will show them to be identical; the summary is correctly presented for 1880, and was inadvertently reported from West Point as for 1879.

TABLE XIV.—PART 2.—*Summary of examinations for admission to the United States Naval Academy for the year* 1880.

States and Territories.	Number of candidates.	Number accepted.	Number rejected.							
			Total.	On what account.						
				Physical disability.	For deficiency in—					
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.a
Alabama										
Arkansas										
California	2	2								
Colorado	2	1	1			1	1	1		
Connecticut	2	2								
Delaware										
Florida										
Georgia	2	1	1				1		1	
Illinois	3	2	1				1	1	1	
Indiana	3	1	2	1		1	1	1		
Iowa	2	1	1			1	1	1	1	
Kansas										
Kentucky	1	1								
Louisiana	1	1								
Maine	1	1								
Maryland	1		1			1	1	1	1	
Massachusetts	2	2								
Michigan										
Minnesota										
Mississippi	2	2								
Missouri	6	3	3			1	3	1	1	
Nebraska										
Nevada	2	1	1	1						
New Hampshire										
New Jersey										
New York	6	4	2			2	2	2	1	
North Carolina	5	3	2		1	1	1	1	1	
Ohio	7	6	1			1	1		1	
Oregon										
Pennsylvania	8	3	5	2		1	3	1	1	
Rhode Island										
South Carolina										
Tennessee	1		1				1		1	
Texas	2	2								
Vermont										
Virginia	2	2								
West Virginia										
Wisconsin	2	1	1		1	1	1		1	
Arizona										
Dakota										
District of Columbia										
Idaho										
Montana	1		1			1	1		1	
New Mexico	1	1								
Utah										
Washington										
Wyoming										
Foreign										
At large										
Total	67	43	24	4	2	12	19	10	12	

a Not examined in this branch.

TABLE XV.—PART 1.—*Degrees conferred in 1880 by universities, colleges, scientific*

[The following are the explanations of abbreviations used in Part 1 of this table: L. B., Bachelor of ...ol Science; B. C. E., Bachelor of Civil Engineering; C. E., Civil Engineer; B. Agr., Bachelor of Agri... Mining Engineer; D. E., Dynamic Engineer; B. Arch., Bachelor of Architecture; Ph. B., Bachelor of ... D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; L. D. S., Doctor of ...

NOTE.—0 shows that no degrees were ...

	Institutions and locations.	All classes.		Letters.				
		All degrees.			A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
1	Agricultural and Mechanical College, Auburn, Ala	20	....	....	6	....	....	....
2	Southern University, Greensboro', Ala	*b*6	0	....	3	....	2	....
3	Howard College, Marion, Ala	6	1	....	2	....	....	....
4	University of Alabama, Tuscaloosa, Ala	31	3	....	13	....	6	1
5	Cane Hill College, Boonsboro', Ark	1	....	....	....	....	1	....
6	Arkansas Industrial University, Fayetteville, Ark	20	3	5	5	....	....	....
7	Judson University, Judsonia, Ark	12	3	....	1	....	2	....
8	St. John's College of Arkansas, Little Rock, Ark	3	0	....	1	....	2	....
9	College of St. Augustine, Benicia, Cal	*c*8	....	....	....	....	....	....
10	University of California, Berkeley, Cal	46	....	....	10	....	....	....
11	Pierce Christian College, College City, Cal	4	....	....	3	....	....	....
12	St. Ignatius College, San Francisco, Cal	8	....	....	....	....	3	....
13	Santa Clara College, Santa Clara, Cal	13	0	....	2	....	1	....
14	University of the Pacific, Santa Clara, Cal	2	3	....	....	....	2	3
15	Pacific Methodist College, Santa Rosa, Cal	*c*6	....	....	....	....	....	....
16	Washington College, Washington Corners, Cal	*c*4	....	....	....	....	....	....
17	Hesperian College, Woodland, Cal	6	....	....	2	....	1	....
18	Yale College, New Haven, Conn	232	....	....	122	....	2	....
19	Delaware College, Newark, Del	8	1	3	1	....	1	....
20	University of Georgia, Athens, Ga	68	2	....	18	....	2	1
21	Atlanta University, Atlanta, Ga	*c*16	....	....	....	....	....	....
22	Mercer University, Macon, Ga	25	2	1	17	....	6	2
23	Pio Nono College, Macon, Ga	6	1	....	6	....	....	....
24	Emory College, Oxford, Ga	*c*27	1	....	....	....	....	1
25	Abingdon College, Abingdon, Ill	6	1	*g*3	1	....	2	1
26	Hedding College, Abingdon, Ill	13	1	....	1	....	3	1
27	Illinois Wesleyan University, Bloomington, Ill	20	5	....	5	....	6	....
28	St. Viateur's College, Bourbonnais Grove, Ill	3	....	....	3	....	....	....
29	Carthage College, Carthage, Ill	11	....	....	5	....	....	....
30	University of Chicago, Chicago, Ill	64	5	....	18	....	6	2
31	Eureka College, Eureka, Ill	10	....	....	3	....	6	....
32	Northwestern University, Evanston, Ill	110	2	3	17	....	10	1
33	Ewing College, Ewing, Ill	*c*5	....	....	....	....	....	....
34	Knox College, Galesburg, Ill	16	2	....	8	....	3	1
35	Lombard University, Galesburg, Ill	15	....	....	3	....	3	....
36	Lake Forest University, Lake Forest, Ill	13	2	6	4	....	....	....
37	McKendree College, Lebanon, Ill	22	3	....	2	....	7	3
38	Lincoln University, Lincoln, Ill	7	....	....	4	....	....	....
39	Monmouth College, Monmouth, Ill	48	3	....	15	....	30	1
40	Northwestern College, Naperville, Ill	16	....	*c*5	2	....	2	....
41	Chaddock College, Quincy, Ill	7	....	*c*2	....	....	2	....
42	Shurtleff College, Upper Alton, Ill	18	1	....	8	....	5	....
43	Illinois Industrial University, Urbana, Ill	22	0	*g*3	....	....	....	....
44	Westfield College, Westfield, Ill	7	....	....	....	....	2	....
45	Wheaton College, Wheaton, Ill	4	4	....	2	....	....	4
46	Indiana University, Bloomington, Ind	29	*h*	5	21	....	....	....
47	Wabash College, Crawfordsville, Ind	20	....	....	15	....	1	....
48	Franklin College, Franklin, Ind	9	....	....	4	....	4	....
49	Indiana Asbury University, Greencastle, Ind	24	6	....	17	....	....	1
50	Hanover College, Hanover, Ind	7	3	....	3	....	2	....
51	Hartsville University, Hartsville, Ind	9	....	....	2	....	1	....

a "Bachelor of scientific agriculture."
b Includes 1 degree of "gradua...e."
c Degrees not specified.
d "Mistress of science."
e These are "bachelor of sacred theology."
f Includes 3 D. C. L. and 2 M. L.
g "Bachelor of chemical science."
h Honorary degree of "master of agriculture."
i "Master of music."

and other professional schools, and by schools for the superior instruction of women.

Letters; A. B., Bachelor of Arts; A. M., Master of Arts; Sc. B., Bachelor of Science; Sc. M., Master culture; B. M. E., Bachelor of Mining Engineering; M. E., Mining Engineer; C. & M. E., Civil and Philosophy; Ph. D., Doctor of Philosophy; Mus. B., Bachelor of Music; Mus. D., Doctor of Music; Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

conferred; .... indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.			Law.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. Doc.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
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4	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	12
8	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	13
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*g*2	....	....	....	3	*h*1	....	....	....	....	3	....	....	....	....	....	....	....	36	....	....	4	....	20
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4	....	....	....	....	....	....	....	....	....	4	....	*l*1	....	....	....	....	3	....	....	....	....	2	27
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1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	31
1	....	....	....	....	....	....	....	....	....	9	....	....	....	....	....	....	*n*38	....	....	....	*m*32	1	32
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1	....	....	....	....	....	....	....	....	....	2	....	....	....	....	....	....	2	....	....	....	....	....	36
7	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	....	37
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3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	....	....	....	....	39
4	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	40
2	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	41
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18	....	....	....	....	....	....	*q*1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	43
3	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	44
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4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	47
....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	48
2	....	....	....	....	....	....	....	....	....	7	....	....	....	....	....	....	3	....	....	....	....	3	49
3	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	....	....	....	1	50
																							51

f 2 are "bachelor of English literature" and 1 "mistress of English literature."
h "Master of philosophy."
l Conferred on examination.
m Degrees conferred in the Union College of Law.
n 2 are ad eundem degrees.
o These are "laureate of English literature."
p 2 are "master of letters."
q "Master of architecture."

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

	Institutions and locations.	All classes.		Letters.				
		All degrees.			A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
52	Butler University, Irvington, Ind	62	2	....	....	....	....	....
53	Purdue University, La Fayette, Ind	6	0	....	....	....	....	....
54	Union Christian College, Merom, Ind	0	0	....	....	....	....	....
55	Moore's Hill College, Moore's Hill, Ind	4	....	....	1	....	....	....
56	University of Notre Dame, Notre Dame, Ind	15	1	....	1	....	5	....
57	Earlham College, Richmond, Ind	13	0	....	7	....	....	....
58	Ridgeville College, Ridgeville, Ind	63	2	....	....	....	....	2
59	Iowa State Agricultural College, Ames, Iowa	17	....	....	....	....	....	....
60	Griswold College, Davenport, Iowa	3	0	....	1	....	....	....
61	Parsons College, Fairfield, Iowa	16	0	....	7	....	....	....
62	Upper Iowa University, Fayette, Iowa	....	1	....	....	....	....	....
63	Iowa College, Grinnell, Iowa	12	2	....	8	....	3	....
64	Simpson Centenary College, Indianola, Iowa	30	....	....	2	....	3	....
65	State University of Iowa, Iowa City, Iowa	183	0	....	19	....	....	....
66	Iowa Wesleyan University, Mt. Pleasant, Iowa	23	3	....	3	....	4	....
67	Cornell College, Mt. Vernon, Iowa	15	2	....	2	....	6	2
68	Oskaloosa College, Oskaloosa, Iowa	8	....	e1	....	....	....	....
69	Penn College, Oskaloosa, Iowa	4	....	....	3	....	....	....
70	Central University of Iowa, Pella, Iowa	2	3	....	1	....	1	1
71	Tabor College, Tabor, Iowa	4	....	2	1	....	....	....
72	St. Benedict's College, Atchison, Kans	2	....	A2	....	....	....	....
73	Baker University, Baldwin City, Kans	1	3	....	....	....	1	1
74	University of Kansas, Lawrence, Kans	21	....	....	5	....	2	....
75	Lane University, Lecompton, Kans	....	1	....	....	....	....	....
76	Kansas State Agricultural College, Manhattan, Kans	7	....	....	....	....	....	....
77	Eminence College, Eminence, Ky	13	....	....	5	....	....	....
78	Kentucky Military Institute, Farmville, Ky	12	1	....	8	....	1	....
79	Georgetown College, Georgetown, Ky	1	0	....	....	....	1	....
80	Agricultural and Mechanical College of Kentucky, Lexington, Ky.	4	....	....	....	....	....	....
81	Kentucky University, Lexington, Ky	9	....	....	1	....	....	....
82	Kentucky Wesleyan College, Millersburg, Ky	7	0	....	3	....	....	....
83	Central University, Richmond, Ky	31	0	....	5	....	....	....
84	St. Mary's College, St. Mary's, Ky	8	....	A7	1	....	....	....
85	Centenary College of Louisiana, Jackson, La	0	1	....	....	....	....	....
86	Straight University, New Orleans, La	9	....	....	....	....	....	....
87	Jefferson College (St. Mary's), St. James Parish, La	3	....	....	3	....	....	....
88	Bowdoin College, Brunswick, Me	31	4	....	23	....	....	2
89	Bates College, Lewiston, Me	24	....	....	20	....	....	....
90	Maine State College of Agriculture and the Mechanic Arts, Orono, Me.	15	....	....	....	....	....	....
91	Colby University, Waterville, Me	19	3	....	19	....	....	2
92	St. John's College, Annapolis, Md	8	1	....	6	....	2	....
93	United States Naval Academy, Annapolis, Md	0	0	....	....	....	....	....
94	Johns Hopkins University, Baltimore, Md	21	0	....	16	....	....	....
95	Loyola College, Baltimore, Md	0	0	....	....	....	....	....
96	Washington College, near Chestertown, Md	4	....	....	4	....	....	....
97	Maryland Agricultural College, College Station, Md	3	....	....	1	....	....	....
98	Frederick College, Frederick, Md	0	0	....	....	....	....	....
99	Western Maryland College, Westminster, Md	12	1	....	10	....	2	....
100	Amherst College, Amherst, Mass	76	12	....	64	....	11	7
101	Massachusetts Agricultural College, Amherst, Mass	7	....	....	....	....	....	....
102	Boston College, Boston, Mass	19	0	....	16	....	3	....
103	Boston University, Boston, Mass	120	0	....	17	....	3	....
104	Massachusetts Institute of Technology, Boston, Mass	8	0	....	....	....	....	....
105	Harvard University, Cambridge, Mass	204	7	....	109	....	14	....
106	Tufts College, College Hill, Mass	34	0	....	17	....	3	3
107	Williams College, Williamstown, Mass	46	12	....	35	....	11	4
108	College of the Holy Cross, Worcester, Mass	27	....	....	26	....	1	....

a Includes 1 honorary M. D.
b Degrees not specified.
c "Bachelor of veterinary medicine."
d "Pharmaceutical chemist."
e "Normal graduate."
f "Mistress of science."
g "Bible graduate."

1880 *by universities, colleges, &c.*—Continued.

conferred; .... indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.			Law.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. Doc.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
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5	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	57
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6	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14	...	64
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7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	101
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7	...	...	...	...	...	...	...	...	...	2	...	1	...	k12	...	18	...	m36	...	...	34	...	103
8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	104
...	...	...	...	2	...	...	...	...	...	...	...	5	...	...	...	5	...	45	n5	...	19	4	105
...	...	...	...	4	...	...	...	...	...	2	...	...	...	...	...	8	...	...	...	...	...	...	106
...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	4	...	...	...	...	2	107
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	108

k "Master of accounts."
l Graduates from the College of the Bible.
j "Graduate in agriculture."
k "Graduate in oratory."

l Includes 1 "graduate in theology."
m Includes 1 C. B. (bachelor of surgery).
n "Doctor of dental medicine."

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

	Institutions and locations.	All classes.		Letters.				
		All degrees.			A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
109	Worcester County Free Institute of Industrial Science, Worcester, Mass.	16	....	....	....	....	....	....
110	Adrian College, Adrian, Mich	7	....	....	3	....	....	....
111	University of Michigan, Ann Arbor, Mich	415	3	3	32	....	8	1
112	Battle Creek College, Battle Creek, Mich	6	0	....	1	....	....	....
113	Hillsdale College, Hillsdale, Mich	35	9	....	6	....	8	5
114	Hope College, Holland, Mich	13	0	....	9	....	4	....
115	Kalamazoo College, Kalamazoo, Mich	9	0	....	5	....	....	....
116	Michigan State Agricultural College, Lansing, Mich	6	0	....	....	....	....	....
117	Olivet College, Olivet, Mich	d6	0	....	....	....	....	....
118	St. John's College, Collegeville, Minn	29	....	e22	....	....	....	....
119	Augsburg Seminary, Minneapolis, Minn	8	....	....	5	....	....	....
120	University of Minnesota, Minneapolis, Minn	18	0	4	4	....	h1	....
121	Carleton College, Northfield, Minn	8	0	f2	3	....	3	....
122	Mississippi College, Clinton, Miss	5	0	....	3	....	....	....
123	Shaw University, Holly Springs, Miss	0	1	....	....	....	....	....
124	University of Mississippi, Oxford, Miss	25	2	....	5	....	1	....
125	Christian University, Canton, Mo	i6	....	....	1	....	....	....
126	St. Vincent's College, Cape Girardeau, Mo	k5	....	....	2	....	....	....
127	University of the State of Missouri, Columbia, Mo	69	....	l14	12	....	3	....
128	Central College, Fayette, Mo	8	....	....	....	....	4	....
129	La Grange College, La Grange, Mo	d3	....	....	....	....	....	....
130	William Jewell College, Liberty, Mo	9	....	....	2	....	2	....
131	St. Joseph College, St. Joseph, Mo	3	....	m3	....	....	....	....
132	St. Louis University, St. Louis, Mo	13	1	....	8	....	3	....
133	Washington University, St. Louis, Mo	28	0	....	3	....	....	....
134	Drury College, Springfield, Mo	11	....	....	7	....	....	....
135	Stewartsville College, Stewartsville, Mo	4	0	n4	....	....	....	....
136	Central Wesleyan College, Warrenton, Mo	o5	1	....	2	....	....	1
137	Doane College, Crete, Nebr	4	....	....	2	....	....	....
138	University of Nebraska, Lincoln, Nebr	8	....	1	4	....	....	....
139	Dartmouth College, Hanover, N. H	105	16	....	49	....	10	7
140	New Hampshire College of Agriculture and the Mechanic Arts, Hanover, N. H.	1	0	....	....	....	....	....
141	Stevens Institute of Technology, Hoboken, N. J	16	1	....	....	....	....	....
142	Rutgers College, New Brunswick, N. J	58	....	....	29	....	14	....
143	College of New Jersey, Princeton, N. J	136	9	....	74	....	51	1
144	Seton Hall College, South Orange, N. J	8	....	....	8	....	....	....
145	St. Stephen's College, Annandale, N. Y	9	0	....	8	....	1	....
146	Wells College, Aurora, N. Y	d3	....	....	....	....	....	....
147	Canisius College, Buffalo, N. Y	d15	....	....	....	....	....	....
148	St. Lawrence University, Canton, N. Y	22	2	....	5	....	3	1
149	Hamilton College, Clinton, N. Y	45	7	....	r30	....	11	1
150	Elmira Female College, Elmira, N. Y	12	....	....	6	....	6	....
151	Hobart College, Geneva, N. Y	14	6	....	7	....	5	s4
152	Madison University, Hamilton, N. Y	30	5	....	11	....	11	2
153	Cornell University, Ithaca, N. Y	78	0	5	12	....	....	....
154	College of St. Francis Xavier, New York, N. Y	46	....	....	34	....	12	....
155	College of the City of New York, New York, N. Y	50	5	....	25	....	....	5
156	Columbia College, New York, N. Y	t417	2	....	58	....	25	....
157	Cooper Union Free Night Schools of Science and Art, New York, N. Y.	v2	....	....	....	....	....	....
158	Manhattan College, New York, N. Y	33	1	....	12	....	21	....
159	Rutgers Female College, New York, N. Y	5	2	....	3	....	2	....
160	Vassar College, Poughkeepsie, N. Y	46	....	....	46	....	....	....
161	University of Rochester, Rochester, N. Y	41	6	....	25	....	12	2

a 2 are "master of philosophy."
b "Pharmaceutical chemist."
c "Master of philosophy."
d Degrees not specified.
e "Master of accounts."
f Number ordained during the year.
g Number of graduates in theology.
h Conferred on examination.
i 1 is "master of literature."
j 4 degrees not specified.
k Includes 3 commercial diplomas.
l 6 are "bachelor of pedagogics" and 8 are "principal of pedagogics."

1880 *by universities, colleges, &c.*—Continued.

conferred; .... indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.			Law.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. Doc.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
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16	...	3	....	1	...	...	...	...	...	...	...	...	4	...	...	...	2	26	...	...	...	3	139
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7	...	q2	....	1	...	...	...	...	...	...	...	1	2	...	...	...	3	...	...	...	...	3	143
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40	...	...	...	7	3	4	3	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	153
28	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	154
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4	...	...	....	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	2	160
																							161

m 3 are "topographical engineer."
n "Engineer of mines."
o Includes 3 conferred on completion of normal course.
p "Mechanical engineer."
q 1 is "doctor of science."
r Includes 2 ex gratia degrees.
s Includes 1 ad eundem degree.
t Conferred on examination.
u "Engineer of mines."
v 18 are LL. B. cum laude.
w Received the Cooper medal and diploma.

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—ρ shows that no degrees were

	Institutions and locations.	All classes.		Letters.				
		All degrees.			A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
162	Union University, Schenectady, N. Y	75	.....	.....	21	.....	.....	.....
163	Seminary of Our Lady of Angels, Suspension Bridge, N. Y	1	0	.....	1	.....	.....	.....
164	Syracuse University, Syracuse, N. Y	48	4	.....	14	.....	11	.....
165	Rensselaer Polytechnic Institute, Troy, N. Y	18	.....	.....	.....	.....	.....	.....
166	United States Military Academy, West Point, N. Y	0	0	.....	.....	.....	.....	.....
167	University of North Carolina, Chapel Hill, N. C	26	10	.....	10	.....	.....	2
168	Biddle University, Charlotte, N. C	6	.....	.....	4	.....	.....	.....
169	Davidson College, Davidson College, N. C	11	.....	.....	11	.....	.....	.....
170	Rutherford College, Happy Home, N. C	2	2	.....	2	.....	.....	1
171	North Carolina College, Mount Pleasant, N. C	1	.....	.....	1	.....	.....	.....
172	Shaw University, Raleigh, N. C	11	.....	1	1	.....	.....	.....
173	Trinity College, Trinity College, N. C	15	1	.....	14	.....	1	.....
174	Wake Forest College, Wake Forest College, N. C	10	0	4	4	.....	2	.....
175	Buchtel College, Akron, Ohio	10	1	.....	5	.....	2	.....
176	Ohio University, Athens, Ohio	4	.....	.....	2	.....	.....	.....
177	Baldwin University, Berea, Ohio	16	.....	.....	3	.....	2	.....
178	German Wallace College, Berea, Ohio	5	0	.....	3	.....	2	.....
179	St. Xavier College, Cincinnati, Ohio	12	.....	.....	10	.....	2	.....
180	Capital University, Columbus, Ohio	7	5	.....	7	.....	.....	5
181	Ohio State University, Columbus, Ohio	9	0	.....	6	.....	.....	.....
182	Ohio Wesleyan University, Delaware, Ohio	52	7	6	31	.....	15	3
183	Kenyon College, Gambier, Ohio	10	4	.....	9	.....	.....	.....
184	Denison University, Granville, Ohio	6	2	.....	5	.....	.....	.....
185	Hiram College, Hiram, Ohio	7	.....	.....	.....	.....	3	.....
186	Western Reserve College, Hudson, Ohio	42	4	.....	13	.....	.....	.....
187	Ohio Central College, Iberia, Ohio	7	.....	c3	2	.....	.....	.....
188	Marietta College, Marietta, Ohio	20	4	.....	12	.....	8	3
189	Franklin College, New Athens, Ohio	12	2	.....	2	.....	10	.....
190	Muskingum College, New Concord, Ohio	13	2	.....	6	.....	.....	.....
191	Scio College, Scio, Ohio	8	9	.....	.....	.....	.....	1
192	Wittenberg College, Springfield, Ohio	19	.....	.....	.....	.....	13	.....
193	Heidelberg College, Tiffin, Ohio	28	1	.....	9	.....	.....	.....
194	Urbana University, Urbana, Ohio	3	.....	.....	.....	.....	2	.....
195	Otterbein University, Westerville, Ohio	18	1	.....	6	.....	9	.....
196	University of Wooster, Wooster, Ohio	91	6	.....	22	.....	18	1
197	Antioch College, Yellow Springs, Ohio	0	0	.....	.....	.....	.....	.....
198	Corvallis College, Corvallis, Oreg	6	.....	.....	.....	.....	1	.....
199	University of Oregon, Eugene City, Oreg	20	.....	.....	1	.....	.....	.....
200	Pacific University and Tualatin Academy, Forest Grove, Oreg	1	.....	.....	1	.....	.....	.....
201	Blue Mountain University, La Grande, Oreg	0	0	.....	.....	.....	.....	.....
202	Philomath College, Philomath, Oreg	0	0	.....	.....	.....	.....	.....
203	Willamette University, Salem, Oreg	23	.....	.....	2	.....	.....	.....
204	Muhlenberg College, Allentown, Pa	17	0	.....	10	.....	7	.....
205	Lebanon Valley College, Annville, Pa	10	1	.....	5	.....	5	1
206	St. Vincent's College, Beatty, Pa	26	.....	f12	.....	.....	.....	.....
207	Dickinson College, Carlisle, Pa	24	3	.....	12	.....	12	1
208	Pennsylvania Military Academy, Chester, Pa	14	0	.....	1	.....	.....	.....
209	Lafayette College, Easton, Pa	84	8	.....	36	.....	27	1
210	Ursinus College, Freeland, Pa	6	.....	.....	5	.....	.....	.....
211	Pennsylvania College, Gettysburg, Pa	29	3	.....	17	.....	12	.....
212	Thiel College, Greenville, Pa	8	.....	.....	5	.....	3	.....
213	Haverford College, Haverford College, Pa	11	2	d1	7	.....	.....	.....
214	Franklin and Marshall College, Lancaster, Pa	27	4	.....	23	.....	4	2
215	University at Lewisburg, Lewisburg, Pa	17	4	.....	10	.....	7	2
216	Lincoln University, Lincoln University, Pa	15	0	.....	7	.....	8	.....
217	St. Francis College, Loretto, Pa	8	.....	j6	.....	.....	.....	.....
218	Allegheny College, Meadville, Pa	21	.....	.....	21	.....	.....	.....
219	Mercersburg College, Mercersburg, Pa	17	.....	.....	6	.....	11	.....
220	Westminster College, New Wilmington, Pa	18	3	.....	14	.....	.....	.....

a 4 are "master of philosophy."
b Number of graduates in theology.
c Degrees not specified.
d "Mechanical engineer."
e "Master of philosophy."

1880 *by universities, colleges &c.*—Continued.

conferred; .... indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.			Law.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. Doc.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
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f "Master of accounts."
g Ordained priests during the year.
h "Analytical chemist."
i Honorary degree of "doctor of letters."
j "Master of accounts."

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

	Institutions and locations.	All classes.		Letters.				
		All degrees.			A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
221	La Salle College, Philadelphia, Pa	0	0	....	....	....	....	....
222	University of Pennsylvania, Philadelphia, Pa	250	....	....	24	....	9	....
223	Western University of Pennsylvania, Pittsburgh, Pa	9	0	....	3	....	4	....
224	Lehigh University, South Bethlehem, Pa	11	0	....	2	....	....	....
225	Pennsylvania State College, State College, Pa	6	0	....	1	....	....	....
226	Swarthmore College, Swarthmore, Pa	14	0	....	9	....	....	....
227	Augustinian College of Villanova, Villanova, Pa	d13	2	....	4	....	2	2
228	Washington and Jefferson College, Washington, Pa	21	4	....	21	....	....	....
229	Brown University, Providence, R. I	83	2	....	53	....	24	2
230	College of Charleston, Charleston, S. C	10	0	....	6	....	4	....
231	Erskine College, Due West, S. C	8	1	....	8	....	....	....
232	Furman University, Greenville, S. C	2	....	....	....	....	2	....
233	Newberry College, Newberry, S. C	11	1	....	7	....	4	....
234	Wofford College, Spartanburg, S. C	12	....	....	12	....	....	....
235	Adger College, Walhalla, S. C	5	....	....	5	....	....	....
236	East Tennessee Wesleyan University, Athens, Tenn	11	7	....	3	....	....	3
237	King College, Bristol, Tenn	3	2	....	3	....	....	2
238	Southwestern Presbyterian University, Clarksville, Tenn	4	2	....	2	....	2	1
239	Hiwassee College, Hiwassee College, Tenn	14	2	....	9	....	....	1
240	Southwestern Baptist University, Jackson, Tenn	0	2	....	....	....	....	....
241	University of Tennessee, Knoxville, Tenn	63	....	....	....	....	....	....
242	Cumberland University, Lebanon, Tenn	39	2	....	2	....	1	....
243	Bethel College, McKenzie, Tenn	2	....	....	....	....	....	....
244	Maryville College, Maryville, Tenn	5	3	....	5	....	....	....
245	Christian Brothers' College, Memphis, Tenn	0	....	....	....	....	....	....
246	Mosheim Institute, Mosheim, Tenn	5	1	f1	2	....	....	1
247	Carson College, Mossy Creek, Tenn	9	....	....	9	....	....	....
248	Central Tennessee College, Nashville, Tenn	13	0	....	4	....	....	....
249	Fisk University, Nashville, Tenn	6	....	....	6	....	....	....
250	University of Nashville, Nashville, Tenn	37	1	....	7	....	....	....
251	Vanderbilt University, Nashville, Tenn	128	....	....	....	....	4	....
252	University of the South, Sewanee, Tenn	2	....	....	....	....	2	....
253	Burritt College, Spencer, Tenn	2	0	....	2	....	....	....
254	Greeneville and Tusculum College, Tusculum, Tenn	2	....	....	2	....	....	....
255	Agricultural and Mechanical College of Texas, College Station, Tex.	2	0	....	....	....	....	....
256	Southwestern University, Georgetown, Tex	8	....	....	6	....	1	....
257	Henderson College, Henderson, Tex	7	....	f7	....	....	....	....
258	Baylor University, Independence, Tex	8	5	....	1	....	2	....
259	Austin College, Sherman, Tex	0	1	....	....	....	....	....
260	Trinity University, Tehuacana, Tex	6	3	....	6	....	....	....
261	University of Vermont and State Agricultural College, Burlington, Vt.	78	2	....	15	....	5	2
262	Randolph Macon College, Ashland, Va	....	1	....	....	....	....	....
263	Virginia Agricultural and Mechanical College, Blacksburg, Va	7	0	....	....	....	....	....
264	Emory and Henry College, Emory, Va	13	2	....	11	....	....	2
265	Virginia Military Institute, Lexington, Va	23	0	....	....	....	....	....
266	Washington and Lee University, Lexington, Va	18	5	....	6	....	1	....
267	Richmond College, Richmond, Va	7	1	....	....	....	....	....
268	Roanoke College, Salem, Va	7	1	....	7	....	....	....
269	University of Virginia, University of Virginia, Va	34	0	2	....	....	5	....
270	Bethany College, Bethany, W. Va	m17	....	....	....	....	....	....
271	West Virginia College, Flemington, W. Va	0	0	....	....	....	....	....
272	West Virginia University, Morgantown, W. Va	11	....	....	2	....	3	....
273	Shepherd College, Shepherdstown, W. Va	n22	6	o4	....	....	....	1
274	Lawrence University, Appleton, Wis	24	3	....	3	....	....	....
275	Beloit College, Beloit, Wis	15	2	....	15	....	....	....

a "Analytical chemist."
b 2 are "mechanical engineer."
c "Bachelor of scientific agriculture."
d Includes 3 commercial diplomas.
e Honorary degree.
f "Mistress of English literature."
g Includes 1 honorary M. D.
h Graduates in biblical department.

1880 *by universities, colleges, &c.*—Continued.

conferred; .... indicates none returned.

Science.										Philosophy.				Art		Theology.		Medicine.			Law.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. Doc.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
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16	...	...	...	1	...	...	...	...	...	1	...	16	...	...	...	...	...	116	20	....	49	...	222
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...	...	...	...	3	...	...	...	...	...	2	...	...	...	...	...	...	53	...	...	...	...	...	261
...	...	....	...	...	47	...	...	...	...	...	...	....	...	...	...	...	1	....	...	...	...	...	262
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12	...	9	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	274
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f 3 are "graduate in agriculture" and 4 "graduate in agriculture and mechanics."
g Includes one "bachelor of science and literature."
h These are "graduate Virginia Military Institute."
i 1 is "D. C. L."
m Degrees not specified.
n 18 are normal graduates.
o "Master of English literature."

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

	Institutions and locations.	All classes.		Letters.				
		All degrees.			A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
276	University of Wisconsin, Madison, Wis	75	.....	14	14	....	a3	....
277	Milton College, Milton, Wis	9	.....	....	2	....	....	....
278	Racine College, Racine, Wis	8	2	..	6	1	2	....
279	Ripon College, Ripon, Wis	8	0	....	3	....	4	....
280	Georgetown University, Georgetown, D. C	10	3	....	10	....	....	1
281	Columbian University, Washington, D. C	11	1	....	2	....	1	....
282	Gonzaga College, Washington, D. C	0	0	....	....	....	....	....
283	Howard University, Washington, D. C	b28	1	....	....	....	....	....
284	National Deaf-Mute College, Washington, D. C	4	2	....	3	....	....	1
285	University of Washington Territory, Seattle, Wash. Ter	2	.....	....	....	....	....	....

a Conferred on examination.
b 1 is "bachelor of mechanical engineering" and 1 "bachelor of mining and metall ."

1880 *by universities, colleges, &c.*—Continued.

conferred; .... indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.			Law.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. Doc.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
7	....	....	....	3	....	32	....	....	....	....	....	....	....	....	....	....	....	....	....	....	32	....	276
7	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	277
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2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	285

c Honorary degree.
d Includes 4 degrees not specified.
e Number of certificates in theology.
f Includes one "B. M."

TABLE XV.—PART 2.—*Degrees conferred in 1880 by professional schools not connected with universities and colleges.*

[The following are the explanations of abbreviations used in Part 2 of this table: D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
	SCHOOLS OF THEOLOGY.								
1	Theological department of Talladega College, Talladega, Ala.	a8	.....	.....	.....	.....	.....	.....	.....
2	Pacific Theological Seminary, Oakland, Cal	3	3	.....	.....	.....	.....	.....	.....
3	San Francisco Theological Seminary, San Francisco, Cal.	5	5	.....	.....	.....	.....	.....	.....
4	Theological Institute of Connecticut, Hartford, Conn.	a11	.....	.....	.....	.....	.....	.....	.....
5	Chicago Theological Seminary, Chicago, Ill	b9	7	.....	.....	.....	.....	.....	.....
6	Garrett Biblical Institute, Evanston Ill	c14	5	3	.....	.....	.....	.....	.....
7	Baptist Union Theological Seminary, Morgan Park, Ill	16	16	1	.....	.....	.....	.....	.....
8	Augustana Theological Seminary, Rock Island, Ill	a9	.....	.....	.....	.....	.....	.....	.....
9	Kansas Theological School, Topeka, Kans	a2	.....	.....	.....	.....	.....	.....	.....
10	Preston Park Theological Seminary, Louisville, Ky	d10	.....	.....	.....	.....	.....	.....	.....
11	Southern Baptist Theological Seminary, Louisville, Ky.	c10	.....	.....	.....	.....	.....	.....	.....
12	Bangor Theological Seminary, Bangor, Me	a8	.....	.....	.....	.....	.....	.....	.....
13	Andover Theological Seminary, Andover, Mass	a28	.....	.....	.....	.....	.....	.....	.....
14	Episcopal Theological School, Cambridge, Mass	8	8	.....	.....	.....	.....	.....	.....
15	Newton Theological Institution, Newton Centre, Mass	15	15	.....	.....	.....	.....	.....	.....
16	Bishop Green Associate Mission and Training School, Dry Grove, Miss.	a1	.....	.....	.....	.....	.....	.....	.....
17	German Theological School of Newark, Bloomfield, N. J.	5	5	.....	.....	.....	.....	.....	.....
18	Drew Theological Seminary, Madison, N. J	a32	.....	.....	.....	.....	.....	.....	.....
19	Theological Seminary of the Reformed (Dutch) Church in America, New Brunswick, N. J.	a8	.....	.....	.....	.....	.....	.....	.....
20	Auburn Theological Seminary, Auburn, N. Y	a12	.....	.....	.....	.....	.....	.....	.....
21	General Theological Seminary of the Protestant Episcopal Church, New York, N. Y.	f25	.....	.....	.....	.....	.....	.....	.....
22	Union Theological Seminary, New York, N. Y	a36	.....	.....	.....	.....	.....	.....	.....
23	St. Joseph's Provincial Seminary, Troy, N. Y	g17	.....	.....	.....	.....	.....	.....	.....
24	German Lutheran Seminary, Columbus, Ohio	a6	.....	.....	.....	.....	.....	.....	.....
25	Union Biblical Seminary, Dayton, Ohio	5	5	.....	.....	.....	.....	.....	.....
26	United Presbyterian Theological Seminary of Xenia, Xenia, Ohio.	8	8	.....	.....	.....	.....	.....	.....
27	Theological Seminary of the United Presbyterian Church, Allegheny, Pa.	a12	.....	.....	.....	.....	.....	.....	.....
28	Theological Seminary of the General Synod of the Evangelical Lutheran Church, Gettysburg, Pa.	a10	.....	.....	.....	.....	.....	.....	.....
29	Theological Seminary of the Synod of the Reformed Church, Lancaster, Pa.	7	7	.....	.....	.....	.....	.....	.....
30	Divinity School of the Protestant Episcopal Church, Philadelphia, Pa.	h5	.....	.....	.....	.....	.....	.....	.....
31	Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa.	a15	.....	.....	.....	.....	.....	.....	.....
32	Theological and Normal Institute, Nashville, Tenn	a3	.....	.....	.....	.....	.....	.....	.....
33	Richmond Institute, Richmond, Va	a6	.....	.....	.....	.....	.....	.....	.....
34	Protestant Episcopal Theological Seminary, Theological Seminary, Va.	a10	.....	.....	.....	.....	.....	.....	.....
35	Nashotah House, Nashotah, Wis	8	8	.....	.....	.....	.....	.....	.....
36	Seminary of St. Francis de Sales, St. Francis, Wis	a28	.....	.....	.....	.....	.....	.....	.....
37	Wayland Seminary, Washington, D. C	a4	.....	.....	.....	.....	.....	.....	.....
	SCHOOLS OF LAW.								
38	Law department, University of Louisville, Louisville, Ky.	25	.....	.....	.....	.....	.....	25	.....

a Number of graduates reported.
b 2 are certificates of graduation.
c 9 received diplomas only.
d Degree of A. M.
e 4 full graduates and 6 English graduates.
f 20 diplomas and 5 "bachelor of sacred theology."
g Number of priests ordained.
h Number receiving diplomas.

TABLE XV.—PART 2.—*Degrees conferred in* 1880 *by professional schools, &c.*—Continued.

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
39	School of Law, University of Maryland, Baltimore, Md.	33	.....	.....	....	.....	.....	33	....
40	Law School of the Cincinnati College, Cincinnati, Ohio.	51	.....	.....	....	.....	.....	51	....
41	National University, law department, Washington, D. C.	27	.....	.....	.....	.....	.....	c27	....
	SCHOOLS OF MEDICINE.								
42	Medical College of Alabama, Mobile, Ala	24	.....	.....	24	....	....	....	....
43	Medical College of the Pacific, San Francisco, Cal	7	.....	.....	7	....	....	....	....
44	Atlanta Medical College, Atlanta, Ga	31	.....	.....	31	....	....	....	....
45	Southern Medical College, Atlanta, Ga	b15	.....	.....	b15	....	....	....	....
46	Rush Medical College, Chicago, Ill	c148	.....	.....	147	....	....	....	....
47	Woman's Medical College of Chicago, Chicago, Ill	10	.....	.....	10	....	....	....	....
48	Medical College of Evansville, Evansville, Ind	5	.....	.....	5	....	....	....	....
49	Fort Wayne College of Medicine, Fort Wayne, Ind	c7	.....	.....	6	....	....	....	....
50	Medical College of Fort Wayne, Fort Wayne, Ind	c15	.....	.....	d14	....	....	....	....
51	Central College of Physicians and Surgeons, Indianapolis, Ind.	c13	.....	.....	12	....	....	....	....
52	College of Physicians and Surgeons, Keokuk, Iowa	c117	.....	.....	116	....	....	....	....
53	Kentucky School of Medicine, Louisville, Ky	c44	.....	.....	43	....	....	....	....
54	Louisville Medical College, Louisville, Ky	56	.....	.....	56	....	....	....	....
55	College of Physicians and Surgeons, Baltimore, Md	110	.....	.....	110	....	....	....	....
56	Medical department, University of Maryland, Baltimore, Md.	66	.....	.....	66	....	....	....	....
57	Detroit Medical College, Detroit, Mich	27	.....	.....	27	....	....	....	....
58	Kansas City Medical College, Kansas City, Mo	17	.....	.....	17	....	....	....	....
59	St. Joseph Hospital Medical College, St. Joseph, Mo	14	.....	.....	14	....	....	....	....
60	St. Louis Medical College, St. Louis, Mo	41	.....	.....	41	....	....	....	....
61	Medical department, University of Buffalo, Buffalo, N. Y.	54	.....	.....	54	....	....	....	....
62	Bellevue Hospital Medical College, New York, N. Y.	142	.....	.....	142	....	....	....	....
63	Woman's Medical College of New York Infirmary, New York, N. Y.	11	.....	.....	11	....	....	....	....
64	Cincinnati College of Medicine and Surgery, Cincinnati, Ohio.	c28	.....	.....	27	....	....	....	....
65	Medical College of Ohio, Cincinnati, Ohio	121	.....	.....	121	....	....	....	....
66	Miami Medical College, Cincinnati, Ohio	42	.....	.....	42	....	....	....	....
67	Columbus Medical College, Columbus, Ohio	61	.....	.....	61	....	....	....	....
68	Jefferson Medical College, Philadelphia, Pa	196	.....	.....	196	....	....	....	....
69	Woman's Medical College of Pennsylvania, Philadelphia, Pa.	13	.....	.....	13	....	....	....	....
70	Medical College of the State of South Carolina, Charleston, S. C.	25	.....	.....	21	....	4	....	....
71	Medical College of Virginia, Richmond, Va	25	.....	.....	20	....	5	....	....
72	California Medical College, Oakland, Cal	13	.....	.....	13	....	....	....	....
73	Bennett College of Eclectic Medicine and Surgery, Chicago, Ill.	52	.....	.....	52	....	....	....	....
74	American Medical College, St. Louis, Mo	41	.....	.....	41	....	....	....	....
75	Eclectic Medical College of New York, New York, N. Y.	32	.....	.....	32	....	....	....	....
76	Eclectic Medical Institute, Cincinnati, Ohio	50	.....	.....	50	....	....	....	....
77	Chicago Homœopathic College, Chicago, Ill	20	.....	.....	e20	....	....	....	....
78	Hahnemann Medical College of Chicago, Chicago, Ill	100	.....	.....	100	....	....	....	....
79	St. Louis College of Homœopathic Physicians and Surgeons, St. Louis, Mo.	25	.....	.....	25	....	....	....	....
80	College of Physicians and Surgeons, Buffalo, N. Y	6	.....	.....	6	....	....	....	....
81	New York Homœopathic Medical College, New York, N. Y.	54	.....	.....	54	....	....	....	....
82	New York Medical College and Hospital for Women, New York, N. Y.	6	.....	.....	6	....	....	....	....
83	Pulte Medical College, Cincinnati, Ohio	22	.....	.....	22	....	....	....	....
84	Homœopathic Hospital College, Cleveland, Ohio	48	.....	.....	48	....	....	....	....
85	Hahnemann Medical College, Philadelphia, Pa	75	.....	.....	75	....	....	....	....

a Includes 10 "M. L."
b 7 are ad eundum degrees.
c Includes 1 honorary M. D.
d 2 are ad eundum degrees.
e Includes 1 ad eundum degree.

TABLE XV.—PART 2.—*Degrees conferred in* 1890 *by professional schools, &c.*—Continued.

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
	SCHOOLS OF DENTISTRY.								
86	Indiana Dental College, Indianapolis, Ind	a4	.....	.....	.....	3	.....	.....	.....
87	Baltimore College of Dental Surgery, Baltimore, Md	53	.....	.....	.....	53	.....	.....	.....
88	Boston Dental College, Boston, Mass	19	.....	.....	.....	19	.....	.....	.....
89	New York College of Dentistry, New York, N. Y	28	.....	.....	.....	28	.....	.....	.....
90	Pennsylvania College of Dental Surgery, Philadelphia, Pa.	57	.....	.....	.....	57	.....	.....	.....
	SCHOOLS OF PHARMACY.								
91	Chicago College of Pharmacy, Chicago, Ill	18	.....	.....	.....	.....	18	.....	.....
92	Maryland College of Pharmacy, Baltimore, Md	20	.....	.....	.....	.....	20	.....	.....
93	Massachusetts College of Pharmacy, Boston, Mass	b20	.....	.....	.....	.....	b20	.....	.....
94	College of Pharmacy of the City of New York, New York, N. Y.	43	.....	.....	.....	.....	43	.....	.....
95	Pittsburgh College of Pharmacy, Pittsburgh, Pa	11	.....	.....	.....	.....	11	.....	.....
96	National College of Pharmacy, Washington, D. C	6	.....	.....	.....	.....	c6	.....	.....

a Includes 1 honorary D. D. S. *b* 1 received a certificate of proficiency only.
c These are "doctor of pharmacy."

TABLE XV.—PART 3.—*Degrees conferred in 1880 by schools for the superior instruction of women.*

[The following are the explanations of abbreviations used in Part 3 of this table: A.B., Graduate in Arts; A. M., Mistress of Arts; B. L. A., Graduate in Liberal Arts, B. L., Graduate in Letters; M. L. A., Mistress of Liberal Arts; M. E. L., Mistress of English Literature; M. Ph., Mistress of Philosophy; M. P. L., Mistress of Polite Literature; B. Sc., Graduate in Science; Mia. Mus., Mistress of Music.]

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mis. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Union Female College, Eufaula, Ala.	0	0	...	...	...	...	...	...	...	...	...	...
2	Huntsville Female College, Huntsville, Ala.	7	...	...	2	...	...	...	5	...	...	...	...
3	Judson Female Institute, Marion, Ala.	11	...	11	...	...	...	...	...	...	...	...	...
4	Marion Female Seminary, Marion, Ala.	12	...	12	...	...	...	...	...	...	...	...	...
5	Alabama Central Female College, Tuscaloosa, Ala.	a10	...	...	...	...	...	...	...	...	...	...	...
6	Alabama Conference Female College, Tuskegee, Ala.	b12	...	a5	2	...	...	...	...	...	...	...	...
7	Wesleyan Female College, Wilmington, Del.	2	...	1	...	...	...	...	1	...	...	...	...
8	Columbus Female College, Columbus, Ga.	9	...	9	...	...	...	...	...	...	...	...	...
9	Andrew Female College, Cuthbert, Ga.	c12	...	...	...	...	...	...	...	...	...	...	...
10	Dalton Female College, Dalton, Ga.	5	...	5	...	...	...	...	...	...	...	...	...
11	Monroe Female College, Forsyth, Ga.	10	...	10	...	...	...	...	...	...	...	...	...
12	Georgia Baptist Seminary for Young Ladies, Gainesville, Ga.	6	...	5	...	...	...	...	...	...	...	...	1
13	Southern Female College, La Grange, Ga.	d24	...	...	...	...	...	...	...	...	...	...	...
14	Wesleyan Female College, Macon, Ga.	49	...	33	10	...	...	...	...	...	...	...	6
15	College Temple, Newnan, Ga.	8	...	...	6	...	...	...	2	...	...	...	...
16	Shorter College, Rome, Ga.	17	...	17	...	...	...	...	...	...	...	...	...
17	Illinois Female College, Jacksonville, Ill.	e25	...	...	...	...	...	...	...	...	...	...	...
18	Jacksonville Female Academy, Jacksonville, Ill.	c11	...	...	...	...	...	...	...	...	...	...	...
19	Rockford Seminary, Rockford, Ill.	f17	...	...	...	...	...	...	...	...	...	...	...
20	De Pauw College, New Albany, Ind.	2	...	...	...	...	...	...	1	...	...	1	...
21	Immaculate Conception Academy, Davenport, Iowa.	c4	...	...	...	...	...	...	...	...	...	...	...
22	St. Agatha's Seminary, Iowa City, Iowa	g17	...	...	...	...	...	...	...	...	...	4	...
23	College of Sisters of Bethany, Topeka, Kans.	5	h1	5	...	...	...	...	...	...	...	...	...
24	Bowling Green Female College, Bowling Green, Ky.	0	0	...	...	...	...	...	...	...	...	...	...
25	Clinton College, Clinton, Ky.	0	0	...	...	...	...	...	...	...	...	...	...
26	Franklin Female College, Franklin, Ky.	8	...	8	...	...	...	...	...	...	...	...	...
27	Liberty Female College, Glasgow, Ky.	9	...	i9	...	...	...	...	...	...	...	...	...
28	Daughters College, Harrodsburg, Ky.	c10	...	...	...	...	...	...	...	...	...	...	...
29	Bethel Female College, Hopkinsville, Ky.	11	...	...	2	...	...	...	9	...	...	...	...
30	Hamilton Female College, Lexington, Ky.	7	...	7	...	...	...	...	...	...	...	...	...
31	Millersburg Female College, Millersburg, Ky.	9	...	i1	...	...	...	...	8	...	...	...	...
32	Mt. Sterling Female College, Mt. Sterling, Ky.	11	...	...	...	...	...	...	11	...	...	...	...
33	Bourbon Female College, Paris, Ky.	c5	...	...	...	...	...	...	...	...	...	...	...
34	Logan Female College, Russellville, Ky.	10	...	...	2	...	...	...	8	...	...	...	...
35	Science Hill School, Shelbyville, Ky.	0	0	...	...	...	...	...	...	...	...	...	...
36	Stuart's Female College, Shelbyville, Ky.	12	...	...	12	...	...	...	...	...	...	...	...
37	Stanford Female College, Stanford, Ky.	1	...	...	...	...	...	...	1	...	...	...	...
38	Cedar Bluff Female College, Woodburn, Ky.	c4	...	...	...	...	...	...	...	...	...	...	...
39	Silliman Female Collegiate Institute, Clinton, La.	4	...	...	...	...	...	...	4	...	...	...	...
40	Mansfield Female College, Mansfield, La.	4	...	...	2	...	...	...	2	...	...	...	...
41	Minden Female College, Minden, La.	4	...	...	...	...	...	...	4	...	...	...	...
42	Maine Wesleyan Seminary and Female College, Kent's Hill, Me.	2	...	2	...	...	...	...	...	...	...	...	...
43	Waterville Classical Institute, Waterville, Me.	4	...	...	...	...	4	...	...	...	...	...	...

a With the degree of "graduate."
b Includes 5 graduates in English course.
c Degrees not specified.
d 15 diplomas for completion of full Latin and English course, 9 for completion of English course.
e 11 graduates in classical course, 9 in English, 2 in music, and 3 in fine art.
f 8 were graduates in classical course and 9 in musical course.
g 13 degrees conferred on completion of special course.
h The degree of D. D.
i "Maid of arts."

TABLE XV.—PART 3.—*Degrees conferred in 1880 by schools, &c.*—Continued.

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mis. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
44	Baltimore Female College, Baltimore, Md	4	.....	....	....	....	....	....	4	....	....	....	....
45	Cambridge Female Seminary, Cambridge, Md.	4	.....	....	4	....	....	....	....	....	....	....	....
46	Lutherville Female Seminary, Lutherville, Md.	a5	.....	....	....	....	....	....	....	....	....	....	....
47	Smith College, Northampton, Mass	a12	.....	....	....	....	....	....	....	....	....	....	....
48	Wellesley College, Wellesley, Mass	38	.....	38	....	....	....	....	....	....	....	....	....
49	Bennet Seminary, Minneapolis, Minn	10	.....	5	....	....	....	....	....	....	....	5	....
50	Blue Mountain Female College, Blue Mountain, Miss.	a2	.....	....	....	....	....	....	....	....	....	....	....
51	Central Female Institute, Clinton, Miss.	a3	.....	....	....	....	....	....	....	....	....	....	....
52	Franklin Female College, Holly Springs, Miss.	4	.....	....	....	....	....	....	4	....	....	....	....
53	Meridian Female College, Meridian, Miss.	a2	.....	....	....	....	....	....	....	....	....	....	....
54	Union Female College, Oxford, Miss	8	.....	....	5	....	....	....	3	....	....	....	....
55	Chickasaw Female College, Pontotoc, Miss.	b6	.....	....	....	....	....	....	....	....	....	....	....
56	Lea Female College, Summit, Miss	b1	.....	....	....	....	....	....	....	....	....	....	....
57	Stephens Female College, Columbia, Mo.	3	.....	2	....	....	....	....	....	....	....	....	1
58	Synodical Female College, Fulton, Mo.	2	.....	....	1	....	....	....	....	....	....	c1	....
59	Independence Female College, Independence, Mo.	5	.....	....	5	....	....	....	....	....	....	....	....
60	St. Louis Seminary, Jennings, Mo	0	0	....	....	....	....	....	....	....	....	....	....
61	Baptist Female College, Lexington, Mo.	b9	.....	....	....	....	....	....	....	....	....	....	....
62	Central Female College, Lexington, Mo.	7	.....	....	1	....	....	....	6	....	....	....	....
63	Elizabeth Aull Female Seminary, Lexington, Mo.	2	.....	....	....	....	....	....	....	....	....	2	....
64	Hardin College, Mexico, Mo	b15	.....	....	....	....	....	....	....	....	....	....	....
65	St. Joseph Female College, St. Joseph, Mo.	7	.....	7	....	....	....	....	....	....	....	....	....
66	New Hampshire Conference Seminary and Female College, Tilton, N. H.	5	.....	....	....	....	....	3	2	....	....	....	....
67	Tilden Ladies' Seminary, West Lebanon, N. H.	a13	.....	....	....	....	....	....	....	....	....	....	....
68	Bordentown Female College, Bordentown, N. J.	7	.....	....	....	....	....	....	7	....	....	....	....
69	Pennington Seminary and Female Collegiate Institute, Pennington, N. J.	17	.....	....	1	....	....	....	16	....	....	....	....
70	Academy of the Sacred Heart, near Albany, N. Y.	a7	.....	....	....	....	....	....	....	....	....	....	....
71	Buffalo Female Academy, Buffalo, N. Y.	b14	.....	....	....	....	....	....	....	....	....	....	....
72	Claverack College and Hudson River Institute, Claverack, N. Y.	7	.....	7	....	....	....	....	....	....	....	....	....
73	Cook's Collegiate Institute, Poughkeepsie, N. Y.	b8	.....	....	....	....	....	....	....	....	....	....	....
74	Thomasville Female College, Thomasville, N. C.	4	.....	d2	....	....	2	....	....	....	....	....	....
75	Glendale Female College, Glendale, Ohio.	7	.....	....	7	....	....	....	....	....	....	....	....
76	Granville Female College, Granville, Ohio.	a6	.....	....	....	....	....	....	....	....	....	....	....
77	Hillsboro' Female College, Hillsboro' Ohio.	2	.....	....	....	....	....	1	1	....	....	....	....
78	Allentown Female College, Allentown, Pa.	a15	.....	....	....	....	....	....	....	....	....	....	....
79	Moravian Seminary for Young Ladies, Bethlehem, Pa.	a12	.....	....	....	....	....	....	....	....	....	....	....
80	Wilson College, Chambersburg, Pa	2	.....	2	....	....	....	....	....	....	....	....	....
81	Pennsylvania Female College, Collegeville, Pa.	4	.....	4	....	....	....	....	....	....	....	....	....
82	Irving Female College, Mechanicsburg, Pa.	5	.....	4	....	....	....	....	1	....	....	....	....
83	Pittsburgh Female College, Pittsburgh, Pa.	a13	.....	....	....	....	....	....	....	....	....	....	....
84	Greenville Female College, Greenville, S. C.	f10	.....	....	....	....	....	....	....	....	....	....	....

a Degrees not specified.
b With the degree of "graduate."
c "Mistress of science."
d With the degree of "full graduate."
e 5 classical, 4 in English, and 4 in music.
f 8 "graduate" and 2 "full graduate."

TABLE XV.—PART 3.—*Degrees conferred in 1880 by schools, &c.*—Continued.

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mis. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
85	Walhalla Female College, Walhalla, S. C.	6	.....	a6	.....	.....	.....	.....	.....	.....	.....	.....	.....
86	Wesleyan Female College, Brownsville, Tenn.	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....
87	Bellevue Female College, Collierville, Tenn.	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....
88	Memphis Conference Female Institute, Jackson, Tenn.	15	.....	.....	2	.....	.....	.....	13	.....	.....	.....	.....
89	Cumberland Female College, McMinnville, Tenn.	2	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....
90	Murfreesboro' Female Institute, Murfreesboro', Tenn.	12	.....	.....	7	.....	.....	.....	5	.....	.....	.....	.....
91	Soule Female College, Murfreesboro', Tenn.	2	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....
92	Ward's Seminary for Young Ladies, Nashville, Tenn.	b48	.....	.....	b48	.....	.....	.....	.....	.....	.....	.....	.....
93	Mary Sharp College, Winchester, Tenn.	6	.....	5	.....	.....	1	.....	.....	.....	.....	.....	.....
94	Andrew Female College, Huntsville, Tex.	2	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....
95	Baylor Female College, Independence, Tex.	c11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	Vermont Methodist Seminary and Female College, Montpelier, Vt.	9	.....	.....	.....	.....	.....	1	4	.....	.....	.....	d4
97	Martha Washington College, Abingdon, Va.	18	.....	12	.....	.....	.....	.....	.....	.....	.....	6	.....
98	Hollins Institute, Botetourt Springs, Va.	7	.....	d7	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	Roanoke Female College, Danville, Va.	5	.....	e4	.....	.....	.....	.....	f1	.....	.....	.....	.....
100	Southern Female College, Petersburg, Va.	3	.....	e3	.....	.....	.....	.....	.....	.....	.....	.....	.....
101	Richmond Female Institute, Richmond, Va.	5	.....	.....	2	.....	.....	.....	3	.....	.....	.....	.....
102	Staunton Female Seminary, Staunton, Va.	g8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
103	Broaddus Female College, Clarksburg, W. Va.	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
04	Wisconsin Female College, Fox Lake, Wis.	c4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a "Maid of arts."
b Includes 1 graduate cum laude.
c Degrees not specified.
d "Graduate in music."
e With the degree of "full graduate."
f "English graduate."
g With the degree of "graduate."

TABLE XVI.—*Statistics of additional public libraries numbering each 300 volumes or upwards for 1880; from replies to inquiries by the United States Bureau of Education.*

[Explanations of abbreviations: Acad., academy; Sch., school; Hist'l, historical; The'l, theological; Pub., public; Coll., college; Soc'l, social; Med., medical; Sci., scientific; Y. M. C. A., Young Men's Christian Association; A. & R., asylum and reformatory; Mis., miscellaneous.]

	Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.		Yearly expenditure.	
										Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Library of Southland College	Helena, Ark	Calvin Clark, president	.....	.....	Sch	2,000	50	.....	.....	.....	.....	.....
2	Library of University of Southern California.	Los Angeles, Cal	F. D. Bovard	1880	Free	Coll	700	700	.....	.....	.....	.....	.....
3	San Francisco Free Public Library	San Francisco, Cal	Fred. B. Perkins	1879	Free	Pub	32,600	.....	216,129	.....	$24,000	$13,372	$18,908
4	Boulder Public School Library	Boulder, Colo	Mary Thomas	1876	Sub.	Sch	341	51	7,800	.....	97	.....	.....
5	Library of Colorado College	Colorado Springs, Colo.	E. P. Tenney, president	.....	.....	Coll	2,500	.....	.....	.....	.....	.....	.....
6	Library of the University of Denver	Denver, Colo	Rev. David H. Moore, A. M., D. D., president.	.....	.....	Coll	7,000	.....	.....	.....	.....	.....	.....
7	State School of Mines Library	Golden, Colo	Albert C. Hale, A. M., E. M., PH. I	.....	.....	Sci	400	.....	.....	.....	.....	.....	.....
8	Glastonbury Academy Library	Glastonbury, Conn	F H. Brewer	1880	Sub.	Acad	400	50	320	.....	.....	.....	.....
9	Burritt School Library	New Britain, Conn	Henry E. Sawyer, acting school visitor.	1877	.....	Sch	300	.....	.....	.....	.....	.....	.....
10	Ridgefield Library	Ridgefield, Conn	Mrs. Daniel L. Adams	1880	Sub.	Mis	1,000	1,000	.....	.....	.....	.....	.....
11	Library of Middle Georgia Military and Agricultural College.	Milledgeville, Ga	W. S. Dudley, M. D., president	1880	.....	Mis	2,000	2,000	.....	.....	.....	.....	.....
12	Charleston Library Association	Charleston, Ill	J. K. Rardin, secretary	1880	.....	Mis	345	345	.....	$500	500	.....	.....
13	Chicago Athenæum Library	Chicago, Ill	E. I. Galvin, superintendent	1871	aFree	Mis	1,200	0	500	.....	.....	.....	.....
14	Dundee Public Library	Dundee, Ill	John Hewett	1876	Free	Pub	1,047	100	3,900	275	244	12	232
15	Gibson Library	Gibson, Ill	E. Loury	1876	Sub.	.....	647	100	.....	.....	90	50	30
16	Library of Normal College	Grayville, Ill	.....	1879	.....	Sch	560	.....	.....	.....	.....	.....	.....
17	Library of Cook County Normal and Training School.	Normalville, Ill	D. S. Wentworth, principal	.....	.....	Sch	400	70	.....	.....	.....	.....	.....
18	Library of State Reform School	Pontiac, Ill	J. D. Scouller, M. D., supt	.....	.....	A. & R	1,000	340	.....	.....	.....	.....	.....
19	Rushville Library Association	Rushville, Ill	Lewis D. Erwin	1878	Sub.	Mis	1,380	.....	.....	.....	173	.....	70

	and Training School.																
18	Library of State Reform School	Pontiac, Ill	J. D. Scouller, M. D., supt	1879	Sub.	A. & R.	1,000	340				173			70
19	Rushville Library Association	Rushville, Ill	Lewis D. Erwin	1878	Sub.	Mis.	1,380								

20	Library of Industrial School for Girls.	South Evanston, Ill.	Flora L. Harwood, supt			A. & R.	478								
21	Brookville Township Library	Brookville, Ind	William M. McCleery		Free		634								141
22	Public School Library	Tipton, Ind	A. F. Armstrong, supt. public schools.		Free	Sch	350								
23	Library of State Normal School	Cedar Falls, Iowa	J. C. Gilchrist, A. M., prin			Sch	1,500	500							
24	Library of Parsons College	Fairfield, Iowa	Prof. Samuel T. Boyd, PH. D	1875	Free	Coll	1,800	300				5600	525		845
25	Emporia Athenæum *c*	Emporia, Kans	Eli Snyder	1879			975								
26	Library of Institution for the Blind	Wyandotte, Kans	George H. Miller, supt				340	40							
27	Library of Central University	Richmond, Ky	W. M. Willson	1874		Coll	1,500								
28	Library of State Normal and Training School.	Gorham, Me	Wm. J. Cortaell, principal	1879		Sch	1,569	196							
29	Library of St. Joseph's House of Industry.	Baltimore, Md	Sister Josepha			A. & R.	400	50							
30	Library of Female House of Refuge	Ilchester, Md	Rev. John W. Cornelius, supt			A. & R.	300	50							
31	Thurber Medical Library	Milford, Mass	W. H. Judson, M. D	1861	Sub.	Med	500			600	92	74	23		
32	Warren Public Library	Warren, Mass	Jesse F. Forbes and Clara M. Powers.	1876	Free	Pub	3,054	449	17,513		1,203	550	500		
33	West Bridgewater Public Library	West Bridgewater, Mass.	Mary L. Perkins	1879	Free	Pub	1,113	241	7,939	1,000	1,048	158	129		
34	The Tufts Library	Weymouth, Mass	Caroline A. Blanchard	1879	Free	Mis	3,910	1,742	49,571	15,000	3,753	2,038	1,142		
35	West Yarmouth Library Association.	Yarmouth, Mass	Delia C. Robbins	1863			450	20		125	10		5		
36	Library of State House of Correction.	Ionia, Mich	Erwin C. Watkins, warden			A. & R.	1,009	300							
37	Library of Associate Mission and Training School.	Dry Grove, Miss	William Taylor Douglas	1868		The'l	1,500	200							
38	Library of State Normal School	Holly Springs, Miss	W. B. Highgate, A. M., prin			Sch	500	260							
39	Library of Asylum for the Blind	Jackson, Miss	W. S. Langley, supt				427	40							
40	Library of Oakland Male and Female College.	Oakland, Miss	A. H. Drake	1880		Sch	500								
41	Missouri Historical Society	St. Louis, Mo	Oscar W. Collet			Hist'l	6,000								
42	Library of Nebraska Baptist Seminary.	Gibbon, Nebr		1880		Acad	600	600							
43	Lebanon Library Association	Lebanon, N. H	Ferdinand Davis	1875	Sub		800			0	50	100	25		
44	Lisbon Village Library Association	Lisbon, N. H	R. C. R. Hollister	1865	Sub		d1,412	100					30		
45	East Long Branch Library	East Long Branch, N. J.	James S. Brower	1879	Sub		902		4,172		506		489		
46	Library of Hopewell Seminary	Hopewell, N. J				Acad	350	25							
47	Library of State Reform School	Jamesburg, N. J	James H. Eastman, supt			A. & R.	650								
48	Moorestown Library Association of Friends.	Moorestown, N. J	George M. Haverstick, manager.	1853	Sub	Hist'l	700								
49	Library of House of Shelter	Albany, N. Y				A. & R.	425	25							
50	Library of State Normal School	Geneseo, N. Y	William J. Milne, PH. D., LL. D., principal.			Sch	2,500								
51	Levi Parsons Library	Gloversville, N. Y	A. L. Peck	1880	Sub	Mis	3,930			5,000	12,661	4,318	2,143		
52	Union Free School Library	Morris, N. Y	S. H. Babcock	1878	Free	Sch	569	52	237		10	20			
53	Lenox Library	New York, N. Y	Dr. S. Austin Allibone												
54	Library of Normal College	New York, N. Y	Sarah E. H. Hall			Sch	1,000	234							

a Free to members. *b* In 1879. *c* The books of the Emporia Athenæum were turned over to the authorities of the Kansas State Normal School in September, 1880.
d Includes pamphlets.

TABLE XVI.—*Statistics of additional public libraries numbering each 300 volumes or upwards for 1880, &c.*—Continued.

	Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.		Yearly expenditure.	
										Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
	1	2	3	4	5	6	7	8	9	10	11	12	13
55	Library of the Congregation Temple Emanuel.	New York, N. Y. (43d st. and 5th av.).	A. B. Ehrlich	1874	.....	Mis	4,000	.....	.....	.....	.....	.....	.....
56	Library of the Young Men's Hebrew Association.	New York, N. Y. (110 West 42d st.).	.....	1875	aFree	Mis	2,500	500	.....	.....	.....	.....	.....
57	Maimonides Library, I. O. B. B	New York, N. Y. (908 Third ave.).	Edward Klapper	1852	aFree	.....	18,446	....	27,661	$0	$2,077	$1,587	$795
58	Library and Reading Room of Port Chester.	Port Chester, N. Y.	Henry P. Seaman	1876	Free	.....	1,266	41	5,000	.....	908	110	693
59	Library of Riverside Seminary	Wellsville, N. Y	A. W. Cummings	1877	bFree	Sch	1,000	24	.....	.....	19	7	7
60	Library of the Institution for the Blind.	Columbus, Ohio	G. L. Smead, M. A., supt.	.....	.....	.....	500	50	.....	.....	.....	.....	.....
61	Library of Northern Ohio Collegiate Institute.	South New Lyme, Ohio.	D. J. H. Ward	1879	Free	Sch	300	23	500	.....	.....	.....	.....
62	Library of Young Men's Christian Association	Easton, Pa	J. H. Gordon; secretary	1868	aFree	Y.M.C.A	650	250	.....	.....	.....	.....	.....
63	Harrisburg Public School Library Association.	Harrisburg, Pa.	Lewis H Gause	1876	Sub.	Sch	466	66	400	0	54	44	2
64	Sickel Library	Huntingdon Valley, Pa.	E. H. Bullock	1880	Sub.	.....	500	500	.....	.....	.....	.....	.....
65	Tidioute Union School Library	Tidioute, Pa	W. R. Dawson	.....	Free	Sch	351	25	.....	.....	100	.....	.....
66	Library of Graded and High School	Troy, Pa	J. T. McCollom	1868	Free	Sch	610	158	1,500	.....	100	10	75
67	Rogers Free Library	Bristol, R. I	George U. Arnold	1878	Free	Mis	5,900	549	29,054	.....	1,200	.....	.....
68	Library of Rhode Island Medical Society.	Providence, R. I	George D. Hersey, M. D	1879	eFree	Med	600	.....	.....	.....	.....	.....	.....
69	Slatersville Library	Slatersville, R. I	Lewis E. Remington	1848	Free	Pub	1,544	81	1,373	.....	.....	.....	.....
70	Library of Institution for the Blind	Austin, Tex	Frank Rainey, M. D., supt	.....	.....	.....	701	20	.....	.....	.....	.....	.....
71	Library of Agricultural and Mechanical College.	College Station, Tex	John Garland James, prest	.....	.....	Mis	1,000	.....	.....	.....	.....	.....	.....
72	Library of Institution for the Blind	Janesville, Wis	Mrs. S. F. C. Little, A. M., superintendent.	.....	.....	.....	1,100	60	.....	.....	.....	.....	.....

72	Library of Institution for the Blind	Janesville, Wis	Mrs. S. F. C. Little, A. M., superintendent.				1,100	60								
73	Library of Industrial School for Girls.	Milwaukee, Wis	Mary E. Rockwell, sup't			A. & R	500	200								
74	Library of State Normal School	River Falls, Wis	C. A. Kriesel and Edith I. Avery.			Sch	952	70								
75	Library of Industrial Home School	Georgetown, D. C	Leverett Barnes, sup't			A. & R	300	150								
76	Library of Salt Lake Academy	Salt Lake, Utah	Edward Benner, A. M., principal.			Acad	300	100								

a Free to members. b Free to students. c To members and medical students.

TABLE XVII.—*Statistics of training schools for nurses for* 1880; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of incorporation.	Date of organization.	Superintendent.	Number of instructors.	Present number of pupils.	Graduates in 1880.	Total number of pupils since organization.	Graduates since organization.	Number of years in full course of study.	Number of weeks in scholastic year.	Salary paid pupils.	Conditions of admission.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Connecticut Training School for Nurses (State Hospital).	New Haven, Conn	1873	1873	Gertrude Barrett	4	24	8	*116	43	1½	50	$174 yearly, with board and washing.	Age, 22–40; good health and character, and common school education
2	Illinois Training School for Nurses.	Chicago, Ill	1880	.....	M. E. Brown	...	...	...	...	...	2	....	$8 a month for first year; $12 a month for second.	Age, 25–35; sound health and good education.
3	Boston City Hospital Training School for Nurses.[a]	Boston, Mass	.....	1878	Alice C. Davis	a16	42	17	79	19	2	52	$10 a month for first year; $14 a month for second; $20 to $30 head nurses (graduates).	Preference given to applicants between ages of 25 and 35; if otherwise good, applicants between 21 and 25 may be admitted.
4	Boston Training School for Nurses (Massachusetts General Hospital).	Boston, Mass	1875	1873	Jane E. Sangster	...	42	16	247	73	2	50	$10 a month for first year; $14 a month for second.	Preference given to applicants between 25 and 35 years of age.
5	Training School for Nurses (New England Hospital).	Boston, Mass. (Codman avenue, Roxbury district).	b1863	1872	H. F. Kimball, chairman of nurse committee.	c1	16	6	83	40	1½	50	$1 a week for first 6 months; $2 a week for second 6 months; and $3 a week for the last 4 months.	Age, 21–31; satisfactory references of character and capacity and a month's probation.
6	Missouri School of Midwifery.	St. Louis, Mo	1875	1875	Wm. C. Richardson, M. D., president.	3	16	21	*180	*173	1	16	None	A common school education.
7	Brooklyn Training School for Nurses.	Brooklyn, N. Y	.....	1880	M. E. Snyder	1	10	0	10	0	2	52	$9 a month for first year; $15 a month for second year.	Age, 21–35; sound health, good education and character.
8	New York State School for Training Nurses.[a]	Brooklyn, N. Y. (46 Concord street).	1873	1873	A. H. Wolhaupter	8	7	5	66	47	1	52	Boarded and lodged during the entire course of instruction.	Age, 21–40; satisfactory references as to moral character and general health, ability to read and write, and an agreement to remain one year.

9	Charity Hospital Training School.*	New York, N. Y. (Blackwell's Island).	.....	1875	Harriet L. Clute	(d)	40	28	120	57	2	52	$10 a month for first year; $15 a month for second.	Age, 20–35; good health and character, and good English education.
10	Training School for Nurses (Bellevue Hospital).	New York, N. Y. (426 East 26th street).	1872	1873	E. P. Perkins	6	63	29	209	148	2	50	$9 a month for first year; $15 a month for second.	Age, 25–35; satisfactory references from clergyman and physician, and a knowledge of simple arithmetic, reading, penmanship, and English dictation.
11	Training School of New York Hospital.*	New York, N. Y. (West 15th street).	.....	1877	Eliza Watson Brown.	4	26	14	52	14	1½	52	$10, $13, and $16 a month for the first, second, and third 6 months respectively; graduates, $25.	Age, 25–35; sound health, perfect senses, good moral character, and good common school education.
12	Training School for Nurses (House and Hospital of the Good Shepherd).	Syracuse, N. Y.....	1873	1872	Mary D. Burnham...	8	10	.....	.....	.....	.....	.....	$10 a month and board and lodging.	
13	Nurse Training School of the Woman's Hospital.*	Philadelphia, Pa. (North College avenue and 23d street).	b1861	1863	Anna E. Bromall, M. D.	c1	17	10	117	e46	2	52	$5 a month for first 6 months; $10 a month for second 6 months; $16 a month for second year.	Age, 21–45; intelligence, good character and habits.
14	Philadelphia Lying-in-Charity and Nurse School.	Philadelphia, Pa	.....	1836	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	Washington Training School for Nurses.	Washington, D. C.....	1877	1878	J. M. Toner, M. D., president.	7	10	3	24	3	2	50	None.....	Must not be under 21; must furnish certificates of health, good moral character, and possess a common school education.

* From Report of the Commissioner of Education for 1879.
a These are 1 matron and 15 head nurses.
b Date of incorporation of hospital.
c Also lecturers.
d Instruction given by hospital physicians.
e Since 1873.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1880; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.		
						Total number.	Number of semi-mutes.	Total.	Males.	Females.
	1	2	3	4	5	6	7	8	9	10
1	Alabama Institution for the Deaf and Dumb and the Blind. *a*	Talladega, Ala	1860	State	J. H. Johnson, M. D	6	0	60	40	20
2	Arkansas Deaf-Mute Institute	Little Rock, Ark	1868	State	H. C. Hammond, M. A	4	0	77	45	32
3	Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal	1860	State	Warring Wilkinson, M. A	6	0	111	67	44
4	Institute for the Education of the Mute and the Blind.	Colorado Springs, Colo	1874	State	J. R. Kennedy, superintendent	3	.....	38	.....	.....
5	American Asylum for the Education of the Deaf and Dumb.	Hartford, Conn	1816	B'd of directors	Job Williams, M. A	17	*b*1	249	150	99
6	Whipple's Home School	Mystic River, Conn	1869	Private	Jennie M. Waley	2	.....	13	10	3
7	Georgia Institution for the Deaf and Dumb	Cave Spring, Ga	1846	State	W. O. Connor	4	2	70	36	34
8	Chicago Day Schools for Deaf-Mutes *c*	Chicago, Ill	1875	B'd of educat'n	Rev. P. A. Emery, M. A., D. D	6	.....	*d*46	*d*29	*d*17
9	Illinois Institution for the Education of the Deaf and Dumb.	Jacksonville, Ill	1839	State	Philip G. Gillett, A. M., LL. D	25	1	564	364	200
10	Indiana Institution for Educating the Deaf and Dumb.*	Indianapolis, Ind	1844	State	William Glenn	18	3	392	213	179
11	Iowa Institution for the Deaf and Dumb	Council Bluffs, Iowa	1855	State	Rev. Alonzo Rogers, sup't	12	3	198	117	81
12	Kansas Institution for the Education of the Deaf and Dumb.	Olathe, Kans	1866	State	W. H. De Motte, LL. D., sup't	7	0	142	74	68
13	Kentucky Institution for the Deaf and Dumb	Danville, Ky	1823	State	D. C. Dudley, jr., A. M	9	2	124	67	57
14	Louisiana Institution for the Education of the and Dumb.	Baton Rouge, La	1852	Trustees	A. K. Martin, superintendent	3	.....	43	23	20
15	Portland Day School for the Deaf	Portland, Me	1876	City	Miss Ellen L. Barton	3	0	19	11	8
16	F. Knapp's Institute *c*	Baltimore, Md	1876	Private	F. Knapp	3	0	32	19	13
17	Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md. (258 Saratoga st.).	1872	Corporation	F. D. Morrison, M. A., sup't	*a*3	.....	19	10	9
18	Maryland School for the Deaf and Dumb	Frederick, Md	1867	State	Charles W. Ely, A. M	2	1	99	57	42
19	New England Industrial School for Deaf-Mutes	Beverly, Mass	1879	Trustees	William B. Swett, superintendent	2	0	11	5	6

20	Horace Mann School for the Deaf*	Boston, Mass. (63 Warrenton st.).	1869	School board	Miss Sarah Fuller	8	0	93	44	49
21	Clarke Institution for Deaf-Mutes	Northampton, Mass	1867	Pvt. corporat'n	Harriet B. Rogers	12	1	82	42	40
22	Michigan Institution for the Deaf and Dumb and the Blind.*f*	Flint, Mich	1854	State	Thomas MacIntire, PH. D	*a*16	1	*ag*358	*ag*198	*ag*160
23	School of Articulation	Marquette, Mich	1871	Private	Mrs. A. M. Kelsey		0	3	1	2
24	Evangelical Lutheran Deaf-Mute Institute	Norris, Mich	1873	Ev. Luth. Asso	H. D. Uhlig		.....	36	25	11
25	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn	1863	State	J. L. Noyes, A. M., sup't		4	134	83	51
26	Mississippi Institution for the Deaf and Dumb	Jackson, Miss	1853	State	J. R. Dobbins	4	1	56	28	28
27	Missouri Institution for the Education of the Deaf and Dumb.	Fulton, Mo	1851	State	William D. Kerr, A. M., sup't	11	1	241	140	101
28	St. Louis Day School for Deaf-Mutes	St. Louis, Mo	1878	School board	Delos A. Simpson, B. A	2	2	40	21	19
29	Nebraska Institute for the Deaf and Dumb*	Omaha, Nebr	1869	State	J. A. Gillespie, B. D	5	0	68	44	24
30	Le Couteulx St. Mary's Institution for Education of Deaf-Mutes.*	Buffalo, N. Y. (125 Edward st.).	1854	Sisters of St. Joseph.	Sister Mary Anne Burke	11	A1	131	74	57
31	St. Joseph Institute for the Improved Instruction of Deaf-Mutes.*i*	Fordham, N. Y	1869	Board of managers.	Mary B. Morgan	20	1	230	90	140
32	Institution for the Improved Instruction of Deaf-Mutes.	New York, N. Y. (Lexington ave., bet. 67th and 68th sts.).	1867	Trustees	David Greenberger	12	0	122	69	53
33	Institution for the Instruction of the Deaf and Dumb.*j*	New York, N. Y. (Station M).	1817	Directors	Isaac Lewis Peet, LL. D	18	6	553	345	208
34	Western New York Institution for Deaf-Mutes	Rochester, N. Y	1876	State	Z. F. Westervelt	9	0	131	73	58
35	Central New York Institution for Deaf-Mutes*	Rome, N. Y	1875	Trustees	Edward B. Nelson, B. A	9	4	155	87	68
36	North Carolina Institution for the Deaf and the Dumb and the Blind.*k*	Raleigh, N. C	1849	State	Hezekiah A. Gudger, M. A	7	*l*4	102	49	53
37	Cincinnati Day School for Deaf-Mutes	Cincinnati, Ohio	1875	B'd of educat'n	R. P. McGregor, B. A	3	1	48	26	22
38	Ohio Institution for the Education of the Deaf and Dumb.	Columbus, Ohio	1827	State	Charles Strong Perry, sup't	25	6	420	229	191
39	Oregon School for Deaf-Mutes	Salem, Oreg	1870	State	Rev. P. S. Knight	2	0	15	8	7
40	Erie Day School	Erie, Pa	1875	School board	Mary H. Welch	1	.....	13	7	6
41	Pennsylvania Institution for the Deaf and Dumb.	Philadelphia, Pa	1821	Directors	Joshua Foster	20	1	383	211	172
42	Philadelphia Day School	Philadelphia, Pa. (707 Fairmount ave.).	1880	.....	Jerome T. Elwell, B. A	1	1	8	7	1
43	Scranton Deaf-Mute School	Scranton, Pa	1880	School board	Jacob Mitchell Koehler	1	1	12	7	5
44	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	Turtle Creek, Pa	1876	Trustees	John A. McWhorter, A. M	7	2	112	72	40
45	Rhode Island School for the Deaf	Providence, R. I	1877	State board of education.	Joseph W. Homer	4	0	19	11	8
46	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Cedar Spring, S. C	1849	State	Newton F. Walker, sup't	5	3	38	15	23
47	Tennessee School for Deaf and Dumb*	Knoxville, Tenn	1845	Trustees	Joseph H. Ijams, A. B	5	0	110	65	45

* From Report of the Commissioner of Education for 1879.

a These statistics are for both departments of the institution.

b Also two mutes.

c The mute schools of Chicago for 1880 are the Deaf-Mute High School and four primary schools.

d In high school and three primary schools.

e School for hearing youth with classes for deaf-mutes.

f These statistics are for the year ending June, 1880; since then the department for the blind has been removed to Lansing, and there opened with the name of Michigan School for the Blind, see Table XIX.

g For two years.

h This is a deaf-mute.

i This institution has three branches; one situated at Fordham, another at Brooklyn (510 Henry st.), and another at Throgg's Neck. The statistics given are for the three branches.

j A branch institution was opened at Tarrytown in October, 1879.

k These statistics are for the year 1879.

l Three are deaf-mutes.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1880, *&c.*—Continued.

	Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.		
						Total number.	Number of semi-mutes.	Total.	Males.	Females.
	1	2	3	4	5	6	7	8	9	10
48	Texas Institution for the Education of the Deaf and Dumb.	Austin, Tex	1856	State	John S. Ford, superintendent	5	0	89	53	36
49	Virginia Institution for the Education of the Deaf and Dumb and the Blind.	Staunton, Va	1839	State	Thomas S. Doyle	8	1	98	60	38
50	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va	1870	State	John Collins Covell, M. A	5	2	65	43	22
51	Wisconsin Institution for the Education of the Deaf and Dumb.	Delevan, Wis	1852	State	John W. Swiler, M. A., sup't	11	0	179	102	77
52	Wisconsin Phonological Institute for Deaf-Mutes.	Milwaukee, Wis	1878	Directors	Prof. Adam Stettner	2	0	19	11	8
53	St. John's Catholic Institution	St. Francis Station, Wis	1876	R. C	Rev. Charles Fessler	3	0	50	30	20
54	Columbia Institution for the Deaf and Dumb	Washington, D. C	1857	Corporate	E. M. Gallaudet, PH. D., LL.D., pres't	11	2	132	124	8
55	National Deaf-Mute College *a*	Washington, D. C	1864	National	E. M. Gallaudet, PH. D., LL.D., pres't					
56	Dakota School for Deaf-Mutes	Sioux Falls, Dak	1880	Directors	James Simpson	1	1	5	4	1

a An organization within the Columbia Institution; its statistics are there reported. See also Table IX.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1880, *&c.*—Continued.

NOTE.— × indicates an affirmative answer and also the branches taught.

Name.	Average number of years spent in the institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.					Is agriculture taught?	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Has the institution a museum of natural history?	Library.		Property, income, &c.				
				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.					Number of volumes.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	Alabama Institution for the Deaf and Dumb and the Blind. *a*	5	200	2	....	×	....	....	....	×	0	0	0	600	100	17	$84,750	$15,000	$0	$13,500
2	Arkansas Deaf-Mute Institute	3	160	1	....	×	....	....	....	....	0	0	0	75	0	92	30,000	*b*4,000	0	14,076
3	Institution for the Deaf and Dumb and the Blind.	5	222	4	×	×	×	×	×	×	0	0	0	.....	.....	130	*a*300,000	*a*36,000	900	*a*38,374
4	Institute for the Education of the Mute and the Blind.	.....	53	....	....	×	....	....	....	....	....	....	....	70	.....	.....	20,000	*c*16,935	0	15,835
5	American Asylum for the Education of the Deaf and Dumb	5½	2,214	*28	....	×	....	....	....	0	0	0	×	2,550	50	28	250,000	*d*36,224	506	44,289
6	Whipple's Home School	5	50	....	×	×	....	....	....	....	....	....	....	*200	.....	30	6,000	425	2,500	1,500
7	Georgia Institution for the Deaf and Dumb	.....	300	3	0	×	×	....	....	×	0	0	0	1,000	50	52	40,000	15,000	0	14,241
8	Chicago Day Schools for Deaf-Mutes *e*	.....	.....	.....	.....	×	....	....	....	....	....	....	....	.....	.....	.....	.....	15,000	.....	.....	3,544
9	Illinois Institution for the Education of the Deaf and Dumb.	7	1,480	15	×	*f*×	....	....	....	×	0	×	×	4,000	500	46	300,000	80,000	.....	80,000
10	Indiana Institution for Educating the Deaf and Dumb.*	7	1,271	.....	.....	*g*×	×	×	×	0	×	0	....	3,003	.....	.....	*h*457,510	58,000	0	55,855
11	Iowa Institution for the Deaf and Dumb	5½	600	0	×	×	....	....	....	×	0	0	0	482	0	90	200,000	*i*57,280	0	50,280
12	Kansas Institution for the Education of the Deaf and Dumb.	5	240	....	×	×	....	....	....	0	0	0	0	500	100	175	54,000	19,500	0	19,500
13	Kentucky Institution for the Deaf and Dumb	6	756	....	×	×	×	....	×	×	×	×	×	800	200	40	150,000	24,000	600	24,000

* From Report of the Commissioner of Education for 1879.

a These statistics are for both departments of the institution.

b For salaries; $125 per capita for support.

c Total receipts from all sources.

d From the six New England States.

e The mute schools of Chicago for 1880 are the Deaf-Mute High School and four primary schools.

f Also painting and drawing.

g Language (mute) and rhetoric and algebra are also taught.

h Value of buildings and grounds.

i $25,000 of this for building.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer and also the branches taught.

	Name.	Average number of years spent in the institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.					Is agriculture taught?	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Has the institution a museum of natural history?	Library.		Property, income, &c.				
					Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.					Number of volumes.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
	1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
14	Louisiana Institution for the Education of the Deaf and Dumb.	.....	.....	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	350	.....	.....	$50,000	.....	.....	.....
15	Portland Day School for the Deaf	.....	21	0	....	a×	×	.....	.....	0	0	0	0	.....	.....	.....	.....	$2,200	.....	.....
16	F. Knapp's Institute *b*	.....	.....	.....	.....	×	.....	.....	.....	0	×	×	×	2,000	220	.....	60,000	1,200	.....	.....
17	Institution for the Colored Blind and Deaf-Mutes	.....	30	0	0	×	.....	.....	.....	0	0	0	0	0	.....	.....	*c*20,000	4,250	.....	$4,587
18	Maryland School for the Deaf and Dumb	6	233	3	×	a×	×	.....	.....	0	0	×	0	2,150	50	10	250,000	25,000	$450	24,459
19	New England Industrial School for Deaf-Mutes	1	18	0	×	×	.....	.....	×	0	0	0	0	100	.....	57	7,000	0	0	.....
20	Horace Mann School for the Deaf*	.....	170	0	.....	×	.....	.....	.....	0	0	0	0	.....	.....	.....	.....	.....	.....	.....
21	Clarke Institution for Deaf-Mutes	.....	185	d1	e×	af×	×	×	×	0	×	×	×	796	.....	11	95,000	12,680	4,236	25,282
22	Michigan Institution for the Deaf and Dumb and the Blind. *g*	.....	780	.....	.....	×	×	×	×	0	×	×	0	1,000	330	90	*c*350,000	*c*40,000	*c*400	*c*40,000
23	School of Articulation	.....	.....	.....	×	×	×	×	×	0	0	0	×	500	0	0	.....	0	500	.....
24	Evangelical Lutheran Deaf-Mute Institute	6	70	....	×	a×	.....	.....	.....	0	0	×	0	.....	.....	40	20,000	.....	.....	.....
25	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	4.5/10	258	2	×	×	.....	.....	.....	0	0	×	×	850	10	54	200,000	24,000	0	34,000
26	Mississippi Institution for the Deaf and Dumb	7	123	....	....	×	×	×	....	×	0	0	0	600	.....	75	100,000	9,500	0	10,000
27	Missouri Institution for the Education of the Deaf and Dumb.	6	714	3	×	×	×	.....	.....	0	0	0	0	800	300	83	135,000	*h*91,000	0	*h*94,452
28	St. Louis Day School for Deaf-Mutes	.....	59	0	0	×	.....	.....	.....	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....
29	Nebraska Institute for the Deaf and Dumb*	5	111	0	×	×	.....	×	.....	×	0	0	×	400	50	20	38,000	*i*19,600	0	.....
30	Le Couteulx St. Mary's Institution for Education of Deaf-Mutes.*	6	297	.....	.....	×	.....	.....	.....	0	0	0	0	400	.....	1	50,000	*j*24,000	1,709	*j*32,000
31	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.*[1]	.....	281	0	×	"	.....	.....	.....	×	0	0	0	*400	*100	52	106,450	53,951	672	53,201
32	Institution for the Improved Instruction of Deaf-Mutes.	5	221	0	×	a×	×	.....	.....	0	0	0	0	561	37	.....	.....	18,060	38,232	31,104

31	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.*l*																			
32	Institution for the Improved Instruction of Deaf-Mutes.	5	221	0	×	*a* ×	×	....	....	0	0	0	0	561	37	.....	.....	18, 060	38, 232	31, 104
33	Institution for the Instruction of the Deaf and Dumb. *m*	8	2, 894	87	×	*af* ×	×	×	×	×	0	×	0	3, 900	50	105	527, 000	140, 179	2, 907	156, 094
34	Western New York Institution for Deaf-Mutes	.....	160	.....	×	×	×	×	....	×	....	×	×	.....	.....	0	.....	14, 262	9, 983	23, 549
35	Central New York Institution for Deaf-Mutes*	.....	185	0	....	×	×	×	....	×	0	0	0	75	50	6½	27, 356	*n*34, 993	.....	42, 642
36	North Carolina Institution for the Deaf and Dumb and the Blind. *o*	.....	.....	8	....	×	×	....	×	×	....	×	....	600	.....	.....	50, 000	.....	.....	*o*47, 105
37	Cincinnati Day School for Deaf-Mutes	4	66	....	0	×	....	.....	....	0	0	0	0	0	.....	0	.....	2, 000	.....	....
38	Ohio Institution for the Education of the Deaf and Dumb.	6	1, 820	*40	×	×	....	.....	....	0	0	×	×	2, 000	200	10	500, 000	84, 000	.....	84, 000
39	Oregon School for Deaf-Mutes	.....	43	.....	.....	×	.....	.....	.....	×	0	0	0	0	....	.....	.....	*h*6, 000	.....	.....
40	Erie Day School	3	18	.....	×	*a* ×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	700
41	Pennsylvania Institution for the Deaf and Dumb	5½	1, 896	12	×	×	.....	.....	....	0	0	×	×	5, 000	100	2	500, 000	*p*47, 054	1, 857	130, 546
42	Philadelphia Day School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	Scranton Deaf-Mute School	.....	12	....	0	×	.....	.....	....	0	0	0	0	.....	.....	.....	.....	.....	.....	.....
44	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	2½	162	0	×	×	×	....	....	....	0	×	0	120	25	10	*q*20, 000	16, 000	350	16, 000
45	Rhode Island School for the Deaf	1½	19	0	....	*a* ×	.....	.....	....	0	0	0	....	280	.....	.....	.....	.....	0	.....
46	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	6	*c*164	....	×	×	.....	.....	....	.....	.....	.....	.....	.....	.....	*k*157	*c*35, 000	*c*7, 800	.....	*c*7, 166
47	Tennessee School for Deaf and Dumb*	3½	.....	0	....	×	.....	.....	....	×	0	0	....	175	25	7	125, 000	25, 000	.....	*c*25, 100
48	Texas Institution for the Education of the Deaf and Dumb.	.....	202	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	108	.....	.....	90, 000	.....	.....	7, 700
49	Virginia Institution for the Education of the Deaf and Dumb and the Blind.	6	501	8	×	*r* ×	.....	.....	....	0	0	×	0	500	0	37	*c*175, 000	*c*35, 000	0	*c*32, 302
50	West Virginia Institution for the Deaf and Dumb and the Blind.	6	167	1	×	*a* ×	.....	.....	....	0	0	0	0	542	60	24	*c*75, 000	*c*25, 000	0	*c*26, 342
51	Wisconsin Institution for the Education of the Deaf and Dumb.	6½	549	....	×	×	×	....	×	0	0	0	0	*1, 000	.....	37	100, 000	30, 000	.....	48, 476
52	Wisconsin Phonological Institute for Deaf-Mutes	.....	*21	0	×	×	.....	.....	....	0	0	0	0	.....	.....	0	.....	.....	.....	.....
53	St. John's Catholic Institution	3	88	....	×	×	.....	.....	....	×	0	0	0	.....	.....	5	14, 000	0	.....	.....
54	Columbia Institution for the Deaf and Dumb	8	420	*31	×	×	×	×	×	0	×	×	×	2, 300	.....	*100	650, 000	*s*56, 000	....	52, 290
55	National Deaf-Mute College *t*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
56	Dakota School for Deaf-Mutes	.....	.....	....	0	×	.....	.....	....	0	0	0	0	0	.....	10	*u*4, 000	2, 000	.....	.....

* From Report of the Commissioner of Education for 1879.

a Drawing is also taught.

b School for hearing youth with classes for deaf-mutes.

c These statistics are for both departments of the institution.

d Teaching in the Clarke Institution for Deaf-Mutes.

e Articulation and lip-reading are the basis of instruction in this institution.

f Higher branches are also taught.

g These statistics are for the year ending June, 1880; since then the department for the blind has been removed to Lansing, and there opened with the name of Michigan School for the Blind (see Table XIX).

h For two years.

i Includes expenditure for permanent improvements.

j Includes $4,500 for improvements.

k $12,000 of this from counties.

l This institution has three branches; one situated at Fordham, another at Brooklyn (510 Henry street), and another at Throgg's Neck. The statistics given are for the three branches.

m A branch institution was opened at Tarrytown in October, 1879.

n From State and county appropriations.

o These statistics are for the year 1879.

p Received during the year ended September, 1880, for support of indigent pupils in the year 1878–'79.

q Value of grounds.

r Drawing and painting are also taught.

s Congressional appropriation for 1879.

t An organization within the Columbia Institution; its statistics are there reported. See also Table IX.

u Value of grounds and buildings.

Memoranda.

Free Evening Classes for Deaf-Mutes, New York, N. Y. (East 23d street), no information received.
Oregon Institution for the Deaf and Dumb, Salem, Oreg., name changed to Oregon School for Deaf-Mutes.

TABLE XIX.—*Statistics of institutions for the blind for* 1880; *from*

NOTE.—× indicates the employments taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employés.
	1	2	3	4	5	6
1	Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala ..	1860	J. H. Johnson, M.D.	State.....	(a)
2	Arkansas School for the Blind..	Little Rock, Ark	1859	Otis Patten.....	State.....	13
3	Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal...	1860	Warring Wilkinson, M. A.	State.....	3
4	Institute for the Education of the Mute and Blind. *e*	ColoradoSprings, Colo.	1874	J. R. Kennedy.....	State.....	.
5	Georgia Academy for the Blind *f*	Macon, Ga	1852	W. D. Williams, A. M.	State.....	6
6	Illinois Institution for the Education of the Blind.*	Jacksonville, Ill	1849	F. W. Phillips, M. D.	State	40
7	Indiana Institute for the Education of the Blind.	Indianapolis, Ind	1847	W. B. Wilson.....	State	25
8	Iowa College for the Blind	Vinton, Iowa....	1853	Rev. Robert Carothers, A. M.	State.....	35
9	Kansas Institution for the Education of the Blind.	Wyandotte, Kans	1868	George H. Miller..	State.....	6
10	Kentucky Institution for the Education of the Blind.	Louisville, Ky ..	1842	B. B. Huntoon, A.M.	State.....	23
11	Louisiana Institution for the Education of the Blind and the Industrial Home for the Blind.	Baton Rouge, La.	1871	P. Lane	State.....	*h*3
12	Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md., (258 Saratoga st)	1872	Frederick D. Morrison, M. A.	Corporation.	(a)
13	Maryland Institution for the Instruction of the Blind.	Baltimore, Md...	1853	Frederick D. Morrison, M. A.	Corporation.	19
14	Perkins Institution and Massachusetts School for the Blind.	Boston, Mass....	1829	Michael Anagnos..	Corporation and State.	46
15	Michigan School for the Blind...	Lansing, Mich ..	a1880	J. F. McElroy	State	(a)
16	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn.	1866	James J. Dow, acting principal.	State	10
17	Mississippi Institution for the Education of the Blind.	Jackson, Miss...	1852	Dr. W. S. Langley	State.....	7
18	Missouri School for the Blind ...	St. Louis, Mo....	1851	Prof. John T. Sibley, principal.	State.....	20
19	Nebraska Institute for the Blind*	Nebraska City, Nebr.	1875	J. B. Parmelee	State.....	9
20	New York State Institution for the Blind.	Batavia, N. Y...	1868	Rev. Albert D. Wilbor, D. D.	State.....	40
21	New York Institution for the Blind.*	New York, N. Y. (34th st. and 9th avenue).	1832	William B. Wait..	Corporation.	60
22	North Carolina Institution for the Deaf and Dumb and the Blind. *p*	Raleigh, N. C....	1849	Hezekiah A. Gudger, M. A., principal.	State.....	....
23	Ohio Institution for the Education of the Blind.	Columbus, Ohio .	1837	G. L. Smead, M. A ..	State.....	61
24	Oregon Institute for the Blind *q* .	Salem, Oreg.....	1872	.....	State.....	.....
25	Pennsylvania Institution for the Education of the Blind.*	Philadelphia, Pa.	1833	William Chapin, A. M.	Corporation and State.	37
26	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Cedar Springs, S. C.	1855	Newton F. Walker	State	2
27	Tennessee School for the Blind*.	Nashville, Tenn.	1846	J. M. Sturtevant..	State and corporation.	11

* From Report of the Commissioner of Education for 1879.

a See Table XVIII.

b Music is also taught.

c Pupils are taught music and given a business education.

d For both departments.

e Department for the blind not yet opened.

f These statistics are for 1878, the latest information from this institution.

g Brush making is also taught.

h Basket making is also taught.

i Also brush and hat making.

j Instructors only.

k Value of furniture.

l In State warrants.

replies to inquiries by the United States Bureau of Education.

0 signifies no or none; .... indicates no answer.

Number of blind employés and workmen.	Number of pupils.	Number of pupils admitted since opening.	Employments taught.						Library.		Property, income, &c.					
			Broom making.	Cane seating.	Fancy work.	Mattress making.	Piano tuning.	Sewing.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
....	(a)	(a)	....	×	....	×	....	....	(a)	(a)	(a)	(a)	.....	.....	(a)	1
4	32	139	×	×	×	×	b×	×	*750	....	$20,000	$9,500	.....	$9,615	$10,027	2
0	30	103	...	...	...	...	(c)		150	....	(a)	(a)	$2,648	d38,648	(a)	3
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4
4	58	182	×	×	...	×	....	×	600	100	80,000	13,500	125	10,250	9,802	5
....	132	605	g×	×	×	....	....	×	.....	.....	114,713	28,318	1,697	30,016	33,282	6
3	127	666	×	....	×	....	....	×	2,100	200	374,644	30,000	301	30,300	28,781	7
10	113	420	×	h×	×	×	....	×	1,000	100	300,000	21,200	648	27,128	24,293	8
2	52	139	i×	.....	.....	.....	.....	.....	540	40	100,000	11,140	0	11,140	9,640	9
7	78	417	×	×	×	×	b×	×	1,200	100	100,000	19,289	.....	30,648	22,578	10
6	23	57	×	×	....	×	b×	×	250	40	k3,000	l10,000	0	6,600	7,200	11
1	13	38	×	×	×	....	....	×	25	....	(a)	4,250	600	4,850	4,587	12
5	59	240	×	×	....	×	b×	×	250	50	250,000	13,950	5,200	26,462	25,571	13
30	129	981	×	×	×	m×	b×	×	2,842	398	305,637	30,000	11,560	67,094	65,029	14
....	(a)	.....	h×	.....	.....	.....	.....	.....	.....	.....	(a)	(a)	.....	...	(a)	15
2	27	*48	×	×	×	....	....	×	*400	....	*30,000	8,000	.....	8,000	8,000	16
7	32	.....	×	×	....	m×	....	..	427	40	6,000	8,400	0	.....	8,000	17
3	98	*469	g×	×	×	×	....	×	1,200	100	250,000	33,000	0	33,000	30,800	18
1	22	39	g×	×	×	....	....	×	225	65	15,000	8,200	0	8,200	6,765	19
2	182	454	×	....	×	....	×	×	1,330	108	351,813	o35,000	.....	34,856	43,466	20
9	200	1,306	....	×	×	×	b×	×	600	.....	373,634	50,159	11,629	114,779	103,034	21
...	...	.....	×	×	....	×	....	....	.....	.....	.....	.....	.....	.....	(a)	22
9	180	1,043	×	×	×	....	b×	×	*500	....	500,000	33,000	3,694	36,694	40,235	23
...	...	*30	...	...	...	...	...	...	...	...	...	...	...	...	.....	24
26	168	1,011	r×	×	×	×	....	×	1,000	50	205,000	s43,500	t21,246	53,871	54,626	25
1	15	45	g×	....	×	....	....	....	.....	.....	(a)	(a)	d534	d8,334	(a)	26
3	30	222	....	×	×	×	b×	×	1,141	46	110,000	17,000	0	17,224	16,569	27

m Upholstery is also taught.
n Founded in 1854 as a department of the Michigan Institution for the Deaf and Dumb and the Blind.
o Includes $5,000 for repairs.
p These statistics are for the year 1879.
q Temporarily closed in 1879; no later information received.
r Also mat and brush making, carpet weaving, basket work, &c.
s Actual receipts on same, $32,625.
t Including sales of merchandise, income of legacy, &c.

TABLE XIX.—*Statistics of institutions for the blind for* 1880; *from re*

NOTE.—× indicates the employments taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employés.
	1	2	3	4	5	6
28	Texas Institution of Learning for the Blind.	Austin, Tex.....	1858	Frank Rainey.....	State.....	24
29	Virginia Institution for the Deaf and Dumb and the Blind.	Staunton, Va....	1839	Thomas S. Doyle, principal.	State.....	6
30	West Virginia Institution for the Deaf and Dumb and the the Blind.	Romney, W. Va.	1870	John Collins Covell, M.A, principal.	State.....	4
31	Wisconsin Institution for the Education of the Blind.	Janesville, Wis..	1850	Mrs. Sarah F. C. Little, A. M.	State	22

a Since September, 1874.
b Music is taught.
c See Table XVIII.

MEMORANDUM.—Michigan Institution for the Education of the Deaf and Dumb and the Blind, Flint

plies to inquiries by the United States Bureau of Education—Continued.

0 signifies no or none; .... indicates no answer.

Number of blind employés and workmen.	Number of pupils.	Number of pupils admitted since opening.	Employments taught.						Library.		Property, income, &c.					
			Broom making.	Cane seating.	Fancy work.	Mattress making.	Piano tuning.	Sewing.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
3	84	c485	×	....	×	×	b ×	×	701	20	$75,000	$18,710	$0	$18,710	$19,910	28
2	35	240	×	×	×	×	(b)	....	100	10	(e)	(e)	0	d35,782	(e)	29
0	24	56	×	×	....	×	(b)	....	200	30	(e)	(e)	.....	d27,163	(e)	30
1	89	296	(e)	×	×	....	....	×	1,100	60	155,000	f19,200	.....	18,200	18,144	31

d These statistics are for both departments of the institution.
e Also carpet weaving.
f Includes $1,200 special appropriation for building purposes.

Mich.: department for the blind removed to Lansing and named Michigan School for the Blind.

TABLE XX.—*Statistics of schools and asylums for feeble-minded children*

NOTE.— × indicates

	Name.	Location.	Date of establishment.	Superintendent.
	1	2	3	4
1	Connecticut School for Imbeciles*	Lakeville, Conn.	1858	Robert P. Knight, M. D.
2	Illinois Asylum for Feeble-Minded Children.	Lincoln, Ill.	1865	C. T. Wilbur, A. M., M. D.
3	Indiana Asylum for Feeble-Minded Children.	Knightstown, Ind.	1879	J. W. White
4	Iowa State Asylum for Feeble-Minded Children	Glenwood, Iowa.	1876	O. W. Archibald, M. D.
5	Kentucky Institution for the Education and Training of Feeble-Minded Children.	Frankfort, Ky.	1860	John Q. A. Stewart, M. D.
6	Private Institution for the Education of Feeble-Minded Youth.	Barre, Mass.	1848	George Brown, M. D.
7	Massachusetts School for Idiotic and Feeble-Minded Youth.	Boston, Mass. (723 Eighth st.).	1848	Edward Jarvis, M. D.
8	Hillside School for Backward and Feeble Children.	Fayville, Mass.	1870	Mesdames Knight & Green.
9	Minnesota School for Idiots and Imbeciles.	Faribault, Minn.	1879	Dr. George H. Knight.
10	Idiot Asylum, Randall's Island	New York, N. Y.	1868	Miss Mary C. Dunphy.
11	New York Asylum for Idiots	Syracuse, N. Y.	1851	H. B. Wilbur, M. D.
12	Ohio Institution for the Education of Imbecile Youth.	Columbus, Ohio.	1857	Gustavus A. Doren, M. D.
13	Pennsylvania Training School for Feeble-Minded Children.*	Media, Pa.	1852	Isaac N. Kerlin, M. D.

* From Report of the Commissioner of Education for 1879.
a Articulation is taught.
b Various industries are taught.
c Calisthenics are also taught.
d Teachers only.
e Number dismissed improved up to the close of 1878.

for 1880; *from replies to inquiries by the United States Bureau of Education.*

the branches taught.

Number of instructors and other employés.	Number of inmates.			Branches taught.								Number dismissed improved since opening.	Income.	Expenditure.
	Male.	Female.	Total.	Object lessons.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Singing.			
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
25	47	31	78	*a* ×	×	×	×	×	×	.....	.....	.....	.....	.....
70	238	193	431	*b* ×	×	×	×	×	×	.....	.....	289	$60, 000	$60, 000
44	45	27	72	.....	×	×	×	×	×	.....	.....	.....	12, 000	12, 000
27	98	62	160	.....	*c* ×	×	×	×	×	.....	×	10	24, 000	24, 000
29	71	63	134	.....	×	×	×	×	×	.....	.....	*73	33, 964	29, 561
d7	46	18	64	.....	×	×	×	×	×	.....	.....	e140	.....	36, 500
21	67	53	120	(*f*)	*b* ×	×	×	×	×	.....	.....	.....	18, 000	18, 000
9	6	3	9	(*g*)	×	×	×	×	×	×	×	15	.....	.....
8	14	8	22	(*h*)	×	×	×	×	.....	×	.....	0	6, 000	5, 050
.....	e119	e92	e211	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
54	.....	.....	289	(*b*)	×	×	×	×	.....	.....	.....	*750	55, 696	53, 305
114	348	218	566	.....	×	×	×	×	×	.....	.....	*f*201	92, 945	92, 945
78	199	117	316	(*b*)	×	×	×	×	.....	.....	.....	*f*458	62, 116	63, 143

f Kindergarten instruction is given.
g Physical exercises are given and fret sawing taught.
h Dancing, calisthenics, and fancy work are taught.
e In 1878.
Number dismissed improved up to close of 1877.

TABLE XXI.—*Statistics of reform schools for* 1880; *from*

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
1	City and County Industrial School.*	San Francisco, Cal.	City and county	John F. McLaughlin
2	State Reform School	Meriden, Conn	State	George E. Howe
3	Connecticut Industrial School for Girls.	Middletown, Conn	Private, aided by State.	Charles H. Bond
4	Chicago Industrial and Reform School.	Chicago, Ill	Roman Catholic	Brother Albion, superior.
5	House of the Good Shepherd	Chicago, Ill	Roman Catholic	Mother Mary Angélique, superior.
6	Illinois State Reform School	Pontiac, Ill	State	J. D. Scouller, M. D.
7	Illinois Industrial School for Girls.	South Evanston, Ill.	Private	Mrs. Flora L. Harwood
8	House of the Good Shepherd	Indianapolis, Ind	Sisters of the Good Shepherd.	Sister Mary of St. Anselm, superior.
9	Indiana Reformatory Institution for Women and Girls.	Indianapolis, Ind	State	Sarah J. Smith
10	Indiana House of Refuge*	Plainfield, Ind	State	T. J. Charlton
11	Iowa Reform School	Eldora, Iowa	State	B. J. Miles
12	Girls' department of the Iowa Reform School.*	Mt. Pleasant, Iowa	State	L. D. Lewelling
13	State Reform School	North Topeka, Kans.	State	
14	House of Refuge*	Louisville, Ky	Municipal	P. Caldwell
15	Boys' House of Refuge*	New Orleans, La	Municipal	Thomas Brennan
16	Maine State Reform School	Portland, Me	State	Joseph R. Farrington
17	House of Refuge*	Baltimore, Md	State, municipal, and private.	Robert Jabez Kirkwood.
18	House of the Good Shepherd*	Baltimore, Md	Roman Catholic	Rev. John Foley
19	House of Reformation and Instruction for Colored Children.*	Cheltenham, Md	State and municipal.	General John W. Horn
20	Female House of Refuge	Ilchester, Md	Board of directors	Rev. John W. Cornelius
21	House of Reformation	Boston, Mass	Municipal	Guy C. Underwood
22	Marcella Street Home	Boston, Mass	Municipal	Hollis M. Blackstone
23	Penitent Females' Refuge*	Boston, Mass		Maria Howland
24	Truant School	Boston, Mass	Municipal	Guy C. Underwood
25	Truant School	Cambridge, Mass	Municipal	
26	Truant School	Fall River, Mass	Municipal	
27	State Industrial School for Girls.	Lancaster, Mass	State	N. Porter Brown
28	Lawrence Industrial School	Lawrence, Mass	Municipal	Robert B. Risk
29	House of Reformation for Juvenile Offenders.	Lowell, Mass	Municipal	Lorenzo Phelps
30	Plummer Farm School	Salem, Mass	Private	Charles A. Johnson
31	Hampden County Truant School.	Springfield, Mass	County	R. C. Barrett
32	State Reform School	Westborough, Mass.	State	Rev. Luther H. Sheldon
33	Worcester Truant School	Worcester, Mass	Municipal	B. F. Parkhurst
34	Reform School for Girls	Near Adrian, Mich		
35	Detroit House of Correction*	Detroit, Mich	Municipal	Joseph Nicholson

*From Report of the Commissioner of Education for 1879.
a In 1879.
b These statistics are for two years ending September 30, 1880.

replies to inquiries by the United States Bureau of Education.

Date of establishment.	Number of teachers, officers, and assistants.		Conditions of commitment.		Means taken for the welfare of the inmates on leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1859	19	2	Under 18	Commitment by court	
1854	13	10	7–16		Dismissed on "ticket of leave," and are looked after once in six months; if not doing well are recalled.
1870	2	18	8–16	Danger of falling into habits of vice.	Good homes are found; they are regularly visited and corresponded with.
1863					
1859	0	a33	5 and over	Unruly conduct	
1871	b14	b6	10–16	Criminal offences only	None.
1877	1	5	Under 18	Commitment by county or need of protection.	Continual oversight given; if not properly cared for returned to the school.
1873		13	15 and over	Commitment by city court for drunkenness or prostitution.	
1873		6	Under 16		Homes provided and oversight had as long as possible.
1868	17	11	7–18	Must be of sound mind	
1868	12	9	5–16	Must be of sound mind and body.	Supplied with clothes for six months, given supervision and privilege to return when out of work.
18—	2	5	7–16	Must be of sound mind and body.	
(d)					
1865	12	6	6–16		
	7	4	5–18	Orphanage, theft, vagrancy, &c.	
1853	8	8	8–16	Boys committed for any crime except murder in the first degree.	
1855	17	3	6–18		Boys are required to report half yearly and are visited to see if properly employed and cared for.
1864		36	3–50	Desire for reformation	Situations are secured.
1873	14	1	6–16	By magistrates' courts or as boarders.	
1866	1	2	Under 18	Vagrancy, incorrigible or vicious conduct.	Placed in good homes and their interests guarded by the institution until 21 years of age.
1859			9–17	Vagrancy, incorrigibility, larceny, &c.	
1877	9	7	7–16	Neglect and pauperism	Their welfare is carefully guarded by an agent under whose charge they are.
1821		3		Need of reformation	Placed at service or returned to friends.
1877			8–15	Truancy and absenteeism	
			Average 10	Truancy	
1835	1	11	7–17		Assistance given in securing situations.
1874	2	3	8–16		
1851	1	0	7–16		Good situations secured and oversight given.
1870	2	3	7–16	Vagrancy and petty offences	Returned to friends and watched over by the institution.
1880	1	2	5–14	Truancy	
1848	29	15	7–17		Visited by State officers under direction of superintendent of the poor.
1863		1	7–15	Truancy	They are required to attend school regularly.
(d)					
1881	e25	e5			None.

e Since located at Mitchellville.
d Provided for by an act of the legislature of 1879, but not opened for reception of pupils until 1881.
e In 1878.

TABLE XXI.—*Statistics of reform*

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
36	Michigan State House of Correction and Reformatory.	Ionia, Mich	State	Erwin C. Watkins, warden.
37	State Reform School	Lansing, Mich	State	Cornelius A. Gower
38	Minnesota State Reform School	St. Paul, Minn	State	Rev. J. G. Riheldoffer
39	House of Refuge*	St. Louis, Mo	Municipal	John D. Shaffer
40	State Industrial School	Manchester, N. H	State	John C. Ray
41	St. Francis Catholic Protectory*	Denville, N. J	Roman Catholic	Bro. Seraphin, O. S. F
42	New Jersey State Reform School	Jamesburg, N. J	State	James H. Eastman
43	State Industrial School for Girls	Trenton, N. J	State	Mrs. Harriet F. Perry, matron.
44	Newark City Home*	Verona, N. J	Municipal	B. F. Howe
45	House of Shelter	Albany, N. Y. (52 Howard st.).	Municipal	Mary L. Dare, matron
46	Catholic Protectory for Boys	Buffalo, N. Y	Roman Catholic	Rev. Thomas F. Hines.
47	Catholic Protectory for Girls	Buffalo, N. Y	Roman Catholic	Mother Mary of St. Bernard.
48	New York State Reformatory	Elmira, N. Y	State	Z. R. Brockway
49	Juvenile House of Industry of Brooklyn.	New Lots, N. Y. (East New York).	Municipal	William McTammany
50	Association for Befriending Children and Young Girls.	New York, N. Y. (136 Second ave.).	Private	Mrs. Mary C. D. Starr, president.
51	New York House of Refuge	New York, N. Y. (Randall's Island).	State	Israel C. Jones
52	New York Magdalen Benevolent Society.	New York, N. Y. (7 E. 88th st.).	Municipal	Mrs. R. P. Hudson
53	Western House of Refuge	Rochester, N. Y	State	Levi S. Fulton
54	Protectorate and Reformatory for Destitute Children.	Utica, N. Y	Roman Catholic	Brother Hugh
55	Cincinnati House of Refuge*	Cincinnati, Ohio	Municipal and contributing membership.	Henry Oliver
56	Protectory for Boys	Cincinnati, Ohio	Roman Catholic	Franciscan Brothers
57	House of Refuge and Correction*	Cleveland, Ohio	Municipal	W. D. Patterson
58	Girls' Industrial Home	Delaware, Ohio	State	Rev. Nathan S. Smith, D. D.
59	State Reform School for Boys*	Lancaster, Ohio	State	Charles Douglass
60	House of Refuge and Correction	Toledo, Ohio	Municipal	Almon A. McDonald
61	Pennsylvania Reform School*	Morganza, Pa	State	G. A. Shallenberger
62	House of Refuge	Philadelphia, Pa	Private corporation.	J. Hood Laverty
63	Sheltering Arms*	Wilkinsburgh, Pa	Private	Mrs. Brunot, president
64	Providence Reform School	Providence, R. I	State	Frank M. Howe
65	Vermont Reform School	Vergennes, Vt	State	William G. Fairbank
66	Wisconsin Industrial School for Girls.	Milwaukee, Wis	Private corporation.	Mary E. Rockwell
67	Wisconsin Industrial School for Boys.*	Waukesha, Wis	State	William H. Sleep
68	Reform School*	Washington, D. C	United States	Samuel C. Mullin

* From Report of the Commissioner of Education for 1879.

schools for 1880, *&c.*—Continued.

Date of establishment.	Number of teachers, officers, and assistants.		Conditions of commitment.		Means taken for the welfare of the inmates on leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1877	2	.....	16-	.....	
1856	15	12	10–16	Commitment by court	Good homes are secured.
1868	2	4	Under 16	Commitment by courts for any offence except murder.	Friendly interest shown and correspondence kept up.
1854	13	7	3–16	Must be residents of the city or county of St. Louis or be offenders against the United States and residents of Missouri.	
1854	5	5	8–17	.....	Situations in good families are provided.
1875	1	.....	6–15	.....	
1867	13	12	8–16	Committed for any crime except murder or manslaughter.	General supervision is given.
1871	.....	5	7–16	Committed for any crime except murder or manslaughter.	Effort is made to secure suitable homes for them.
1873	6	6	5–18	Truancy, vagrancy, and petty crime.	
1868	.....	2	No limit	Homelessness, indigence, &c	Placed in good homes.
1866	.....	14	.....	.....	
1866	.....	1	7–14	They must be Roman Catholic....	Returned to friends or placed in situations.
1876	18	.....	16–30	Crime.....	Employment found and parole supervision maintained.
1854	13	.....	8–14	.....	Returned to parents or guardians when 14 years of age.
1870	.....	.....	.....	In need of reformation; received on voluntary application.	Restored to friends or provided with employment.
1825	37	31	Under 16	Violation of the statutes..... ...	Efforts to secure good places are made in their behalf by the institution, which exercises supervision over the friendless during minority.
1833	.....	4	13–21	Destitution and desire to reform..	Placed in homes and receive good attention from the institution.
1849	29	26	8–16	Vagrancy, disorderly conduct, &c.	Placed in homes and given supervision and care, or returned to friends, who are required to show that they are proper persons to have the care and training of the child.
.....	10	2	4–16	.....	Returned to friends or sent to service.
1850	18	9	Under 16	Homelessness, vagrancy, &c.....	Required to report monthly when released upon parole.
.....	.....	.....	.....	.....	
1871	3	2	7–16	.....	
1869	5	25	9–15	Lesser crime than penitentiary crime.	Provide homes for orphans and correspond with them.
1856	31	23	10–16	Must be sound in mind and body.	Some apprenticed; others remain under control until twenty-one years of age.
1875	6	7	10–16	.....	Correspondence held; assistance and encouragement given.
1872	26	12	6–21	Commitment by magistrates' courts for various offences.	
1828	12	17	7–16	Must be mentally and physically sound.	On probation for six months; afterwards under supervision of visiting agent.
1871	.....	18	.....	Intemperance, &c.....	Placed at service or returned to friends.
1850	6	8	10–21	.....	
1865	7	8	10–16	.....	
1875	2	9	Under 16	Vagrancy, destitution, petty crime, &c.	Placed in families, given supervision, and returned if not doing well.
1860	25	22	10–16	.....	Provided with homes.
1869	a12	a9	7–16	Incorrigibility and law breaking..	None.

a In 1878.

TABLE XXI.—*Statistics of reform*

NOTE.— × indicates

	Name.	Number committed during the year.	Number discharged during the year.	Present inmates.						
				Sex.		Race.		Nativity.		Both parents dead.
				Male.	Female.	White.	Colored.	Native.	Foreign.	
	1	11	12	13	14	15	16	17	18	19
1	City and County Industrial School*	.....	.....	107	62	.....	.....	.....	.....	.....
2	State Reform School	148	109	307	.....	.....	.....	.....	.....	.....
3	Connecticut Industrial School for Girls	71	53	.....	160	144	16	155	5	13
4	Chicago Industrial and Reform School	.....	.....	145	.....	.....	.....	.....	.....	.....
5	House of the Good Shepherd	.....	.....	0	260	.....	.....	.....	.....	.....
6	Illinois State Reform School	99	69	198	0	179	19	173	25	.....
7	Illinois Industrial School for Girls	42	28	.....	41	41	0	*b*33	7	.....
8	House of the Good Shepherd	.....	.....	0	28	.....	.....	.....	.....	.....
9	Indiana Reformatory Institution for Women and Girls.	41	42	.....	148	141	7	133	15	31
10	Indiana House of Refuge*	107	160	330	.....	.....	.....	.....	.....	15
11	Iowa Reform School	62	50	180	.....	160	20	155	25	85
12	Girls' department of the Iowa Reform School.*	.....	.....	.....	62	55	7	.....	.....	.....
13	State Reform School	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	House of Refuge*	85	66	180	42	164	58	206	16	49
15	Boys' House of Refuge*	92	89	99	.....	34	65	99	.....	.....
16	Maine State Reform School	44	46	120	.....	116	4	115	5	.....
17	House of Refuge*	131	112	249	.....	249	.....	224	25	30
18	House of the Good Shepherd*	.....	.....	.....	190	190	0	.....	.....	33
19	House of Reformation and Instruction for Colored Children.*	76	64	177	0	0	177	177	.....	50
20	Female House of Refuge	26	36	.....	58	58	.....	53	5	18
21	House of Reformation	51	105	112	22	.....	.....	.....	.....	.....
22	Marcella Street Home	99	84	218	0	210	8	205	13	.....
23	Penitent Females' Refuge*	15	11	.....	.....	.....	.....	.....	4	7
24	Truant School	98	121	*c*148	.....	.....	.....	.....	.....	.....
25	Truant School	23	.....	25	2	.....	.....	.....	.....	.....
26	Truant School	5	.....	7	.....	.....	.....	.....	.....	.....
27	State Industrial School for Girls	34	57	.....	69	65	4	60	9	9
28	Lawrence Industrial School	12	4	29	.....	29	.....	28	1	1
29	House of Reformation for Juvenile Offenders.	64	64	102	4	106	0	91	15	0
30	Plummer Farm School	10	17	31	.....	*b*29	*b*1	*b*29	*b*1	8
31	Hampden County Truant School	18	0	17	1	18	0	18	0	2
32	State Reform School	95	159	194	0	184	10	153	41	14
33	Worcester Truant School	9	12	17	.....	17	.....	.....	.....	3
34	Reform School for Girls	.....	.....	.....	.....	.....	.....	.....	.....	.....
35	Detroit House of Correction*	1,504	1,336	428	90	*d*1,467	*d*e118	*d*944	*d*f644	.....
36	Michigan State House of Correction and Reformatory.	866	786	471	0	.....	.....	*d*577	*d*289	.....
37	State Reform School	177	168	316	.....	284	32	264	52	.....
38	Minnesota State Reform School	43	40	109	10	*g*106	*g*3	*g*100	*g*9	7
39	House of Refuge*	177	194	174	72	194	52	.....	.....	.....
40	State Industrial School	29	33	100	15	114	1	40	75	23
41	St. Francis Catholic Protectory*	22	26	40	.....	40	.....	40	.....	.....
42	New Jersey State Reform School	104	128	258	.....	220	38	.....	.....	.....
43	State Industrial School for Girls	22	6	.....	41	31	10	38	3	8
44	Newark City Home*	35	40	111	23	131	3	130	4	.....
45	House of Shelter	33	.....	2	20	22	.....	21	1	11
46	Catholic Protectory for Boys	.....	.....	134	.....	.....	.....	.....	.....	.....
47	Catholic Protectory for Girls	3	0	.....	25	25	.....	25	.....	4
48	New York State Reformatory	257	240	482	.....	469	13	161	321	.....
49	Juvenile House of Industry of Brooklyn	150	145	71	0	70	1	70	.....	2
50	Association for Befriending Children and Young Girls.	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1879.

a Of those committed during two years.

b Also 1 unknown.

c This number May 1, 1880, which decreased before the close of the year to 42, owing to a decision of the court that certain children could not be held there.

schools for 1880, *&c.*—Continued.

the studies taught.

Present inmates.							Studies.														
Parents illiterate.	Illiterate when committed. Native parentage.	Illiterate when committed. Foreign-born parentage.	Number could read only when committed.	Number could read and write when committed.	Number taught to read.	Number taught to write.	Reading, writing, and spelling.	Arithmetic.	Algebra.	Book-keeping.	Geometry.	Geography.	Grammar.	History.	Philosophy.	Botany.	Physiology.	Drawing.	Music, vocal.	
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
...	...	...	...	...	18	119	×	×	...	...	...	×	×	...	...	...	...	...	...	1
90	40	3	36	81	33	50	×	×	...	...	...	×	×	×	...	...	...	...	×	2
...	...	...	...	...	...	...	×	×	×	×	...	×	×	...	...	...	...	...	...	3
...	...	...	...	...	...	...	×	×	...	...	...	×	×	×	...	...	...	...	×	4
...	(*a*39)		*a*140	*a*66	...	...	×	×	*h*	...	...	×	×	...	...	...	...	...	...	5
...	...	...	...	...	...	...	×	×	...	...	...	×	×	×	...	...	...	...	...	6
...	...	...	...	...	...	...	×	×	...	...	...	×	×	×	...	...	...	...	...	7
124	...	...	...	...	124	124	×	×	...	...	...	×	×	×	...	...	×	...	...	8
...	...	...	13	40	...	...	×	×	...	...	...	...	...	...	...	...	...	...	...	9
90	...	...	...	120	40	40	×	×	...	...	...	×	×	×	...	...	...	...	...	10
...	...	...	...	...	...	...	×	×	...	...	...	×	×	×	...	...	...	...	...	11
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12
78	54	10	95	63	64	112	×	×	...	...	...	×	...	×	...	...	...	...	...	13
...	...	...	...	...	...	...	×	×	...	...	...	×	...	×	...	...	...	...	...	14
...	...	...	...	...	...	...	×	×	...	×	...	×	×	...	...	...	...	...	...	15
...	13	37	55	144	41	80	×	×	...	...	...	×	×	×	...	...	...	...	...	16
...	120	70	...	...	65	45	...	×	...	...	...	...	...	...	...	...	...	...	...	17
20	157	...	...	20	118	88	×	×	...	...	...	×	×	×	...	...	...	...	...	18
...	...	...	...	...	...	...	×	×	...	...	...	×	×	...	...	...	...	...	...	19
...	20	2	...	196	22	...	×	×	...	...	...	×	×	×	...	...	...	...	×	20
3	19	4	...	...	1	2	×	×	...	...	...	×	×	×	...	...	×	×	×	21
...	...	...	...	...	...	...	×	×	...	...	...	×	×	×	...	...	...	...	...	22
...	...	...	...	...	...	...	×	×	...	...	...	×	×	×	...	...	...	...	...	23
...	...	...	...	...	...	...	×	×	...	...	...	×	×	×	...	...	...	...	×	24
...	...	...	...	...	...	...	×	×	...	...	...	...	...	...	...	...	...	...	...	25
...	8	2	6	53	10	8	×	×	...	...	...	×	×	×	...	...	...	...	×	26
...	...	...	...	12	...	...	×	×	...	...	...	×	...	...	...	...	...	...	...	27
...	...	...	*d*4	*d*60	...	4	×	×	...	...	...	×	×	×	...	...	...	...	...	28
11	...	...	...	...	...	...	×	×	...	...	...	×	...	×	...	...	...	×	×	29
12	1	...	4	13	1	2	×	×	...	...	...	×	...	...	...	...	...	...	...	30
97	0	22	35	137	22	22	×	×	...	...	...	×	...	...	...	...	...	...	...	31
...	...	1	0	16	1	0	×	×	...	...	...	×	...	×	...	...	...	...	...	32
...	...	...	...	...	...	...	...	...	...	...	...	×	...	...	...	...	...	...	...	33
...	(*d*257)		*d*112	*d*1,225	...	...	×	×	...	...	...	×	×	...	...	...	...	...	...	34
...	(*d*97)		*d*86	*d*703	...	...	×	×	...	...	...	×	...	...	...	...	...	...	...	35
...	...	...	...	...	...	...	×	×	...	...	...	×	×	×	...	...	...	...	...	36
...	10	5	31	...	15	31	×	×	...	...	...	×	×	×	...	...	...	...	...	37
...	...	...	...	...	...	...	×	×	...	...	...	×	×	×	...	...	...	...	...	38
65	...	...	...	...	...	...	×	×	×	...	...	×	×	×	×	...	...	...	×	39
...	...	...	...	...	...	...	×	×	...	...	...	×	×	...	...	...	...	...	...	40
...	...	...	...	...	...	...	×	×	...	...	...	×	×	×	×	...	...	...	...	41
...	...	...	...	...	...	...	×	×	...	...	...	×	×	...	...	...	...	...	...	42
...	...	...	...	...	...	...	×	×	...	...	...	×	...	×	...	...	...	...	...	43
...	0	0	...	...	...	...	×	×	...	...	...	×	×	×	...	...	...	...	...	44
...	...	...	...	...	...	...	×	×	...	...	...	×	...	×	...	...	...	...	...	45
...	...	...	...	...	...	...	×	×	...	...	...	×	...	...	...	...	...	...	...	46
...	...	12	6	7	12	12	×	×	...	...	...	×	...	...	...	...	...	...	...	47
...	(75)		21	386	75	78	×	×	×	×	×	×	×	×	...	...	×	...	...	48
...	...	...	*d*100	*d*50	...	*d*100	×	×	...	...	...	×	×	...	...	...	...	...	...	49
...	...	...	...	...	...	...	×	×	...	...	...	...	...	...	...	...	...	...	...	50

d Of those committed during the year.
e Also 9 Indians.
f Also 6 unknown.
g Race and nativity of 10 not reported.

TABLE XXI.—*Statistics of reform*

NOTE.— × indicates

	Name.	Number committed during the year.	Number discharged during the year.	Present inmates.						
				Sex.		Race.		Nativity.		Both parents dead.
				Male.	Female.	White.	Colored.	Native.	Foreign.	
	1	11	12	13	14	15	16	17	18	19
51	New York House of Refuge	667	688	624	128	687	65	79	.....	.....
52	New York Magdalen Benevolent Society.	166	149	.....	58	53	5	.....	.....	.....
53	Western House of Refuge	338	338	465	127	558	34	a284	a54	a37
54	Protectorate and Reformatory for Destitute Children.	.....	.....	35	0	35	0	.....	.....	.....
55	Cincinnati House of Refuge*	203	182	172	49	.....	.....	.....	.....	19
56	Protectorate for Boys	.....	.....	200	.....	.....	.....	.....	.....	.....
57	House of Refuge and Correction*	107	92	100	21	106	15	95	26	11
58	Girls' Industrial Home	61	37	0	249	233	16	.....	.....	.....
59	State Reform School for Boys*	247	235	514	.....	a212	a35	a236	a11	31
60	House of Refuge and Correction	70	75	177	.....	170	7	b147	b23	38
61	Pennsylvania Reform School*	146	139	271	41	270	42	168	144	31
62	House of Refuge	333	380	376	123	328	171	475	24	32
63	Sheltering Arms*	.....	.....	.....	.....	.....	.....	.....	.....	.....
64	Providence Reform School	121	113	199	40	.....	.....	.....	.....	.....
65	Vermont Reform School	22	28	103	19	120	2	.....	.....	.....
66	Wisconsin Industrial School for Girls.	59	38	23	86	106	3	c56	c3	.....
67	Wisconsin Industrial School for Boys*	108	102	429	0	417	12	c343	c42	30
68	Reform School*	63	53	159	.....	79	80	.....	.....	9

* From Report of the Commissioner of Education for 1879.
a Of those committed during the year.

schools for 1880, *&c.*—Continued.

the studies taught.

Present inmates.							Studies.														
Parents illiterate.	Illiterate when committed. Native parentage.	Illiterate when committed. Foreign-born parentage.	Number could read only when committed.	Number could read and write when committed.	Number taught to read.	Number taught to write.	Reading, writing, and spelling.	Arithmetic.	Algebra.	Book-keeping.	Geometry.	Geography.	Grammar.	History.	Philosophy.	Botany.	Physiology.	Drawing.	Music, vocal.	
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
.....	.....	a226	a286	a155	.....	.....	×	×	.....	.....	.....	×	×	.....	.....	.....	.....	.....	.....	51
.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	52
.....	20	43	182	347	89	162	×	×	.....	.....	.....	×	×	×	.....	.....	.....	×	.....	53
.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	54
.....	.....	.....	2	165	.....	.....	×	×	.....	.....	.....	×	×	×	.....	.....	.....	.....	×	55
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	56
14	21	10	17	73	30	30	×	×	.....	.....	.....	×	.....	×	.....	.....	.....	.....	×	57
.....	.....	.....	.....	.....	.....	.....	×	×	×	.....	.....	×	×	×	.....	.....	.....	.....	.....	58
.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	×	×	×	.....	.....	.....	.....	.....	59
7	(62)		60	55	.....	45	×	×	.....	.....	.....	×	.....	×	.....	.....	.....	.....	.....	60
33	.....	.....	.....	.....	13	34	×	×	.....	.....	.....	×	.....	×	.....	.....	.....	×	.....	61
.....	.....	.....	.....	.....	106	204	×	×	.....	.....	.....	.....	.....	.....	.....	.....	×	.....	.....	62
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	63
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	64
.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	×	×	×	.....	.....	×	×	.....	.....	65
.....	.....	.....	28	12	.....	.....	×	×	.....	.....	.....	×	×	×	.....	.....	.....	×	.....	66
.....	.....	.....	.....	140	68	289	×	×	.....	.....	.....	×	×	.....	.....	.....	.....	.....	.....	67
.....	.....	.....	22	20	41	43	×	×	.....	.....	.....	×	×	×	.....	.....	.....	.....	.....	68

b Nativity of 7 not reported.
c Also 44 unknown.

TABLE XXI.—*Statistics of reform*

NOTE.—× indicates

	Name.	Industries.												
		Baking.	Blacksmithing.	Broom making.	Brush making.	Cane seating.	Carpentry.	Chairmaking.	Dressmaking.	Farming.	Fruit canning.	Gardening.	Housework.	Knitting.
	1	40	41	42	43	44	45	46	47	48	49	50	51	52
1	City and County Industrial School*	×	....	....	....	....	×	....	....	×	....	....	....	....
2	State Reform School	....	....	....	....	×	....	....	....	×	....	×	....	....
3	Connecticut Industrial School for Girls	×	....	....	....	×	×	....	×	×	....	×	×	....
4	Chicago Industrial and Reform School	....	....	....	....	×	×	....	×	....	....	×	×	×
5	House of the Good Shepherd	....	....	....	....	×	....	....	....	×	....	×	×	×
6	Illinois State Reform School	×	....	....	....	×	....	....	....	×	....	×	×	....
7	Illinois Industrial School for Girls	×	....	....	....	....	....	....	....	....	....	....	×	×
8	House of the Good Shepherd	....	....	....	....	....	....	....	....	....	....	....	×	....
9	Indiana Reformatory Institution for Women and Girls.	×	....	....	....	×	....	....	....	....	....	....	×	×
10	Indiana House of Refuge*	....	....	....	....	×	....	....	....	×	....	....	....	....
11	Iowa Reform School	(*f*)	×	....	....	....	....	....	....	×	....	×	....	....
12	Girls' department of the Iowa Reform School.*	....	....	....	....	....	....	....	....	....	....	....	....	....
13	State Reform School	....	....	....	....	....	....	....	....	....	....	....	....	....
14	House of Refuge*	×	....	....	(*g*)	×	....	....	....	×	....	×	×	×
15	Boys' House of Refuge*	....	....	×	×	....	....	....	....	....	....	....	....	....
16	Maine State Reform School	×	....	....	....	×	....	....	....	×	....	....	×	....
17	House of Refuge*	(*i*)	....	....	....	....	....	....	....	×	....	....	....	....
18	House of the Good Shepherd*	....	....	....	....	....	....	....	....	....	....	....	....	....
19	House of Reformation and Instruction for Colored Children.*	×	×	....	....	×	....	....	....	×	....	×	....	....
20	Female House of Refuge	×	....	....	....	....	....	....	....	....	....	....	×	....
21	House of Reformation	....	....	....	....	....	....	....	....	....	....	....	....	....
22	Marcella Street Home	....	....	....	....	....	....	....	....	....	....	....	....	....
23	Penitent Females' Refuge*	....	....	....	....	....	....	....	....	....	....	....	×	×
24	Truant School	....	....	....	....	....	....	....	....	....	....	....	....	....
25	Truant School	....	....	....	....	....	....	....	....	....	....	....	....	....
26	Truant School	....	....	....	....	....	....	....	....	....	....	....	....	....
27	State Industrial School for Girls	....	....	....	....	....	....	....	....	....	....	....	*k*×	....
28	Lawrence Industrial School	....	....	....	....	....	....	....	....	....	....	....	....	....
29	House of Reformation for Juvenile Offenders.	....	....	....	....	×	....	....	....	×	....	×	....	....
30	Plummer Farm School	....	....	....	....	×	....	....	....	×	....	....	....	....
31	Hampden County Truant School	....	....	....	....	....	....	....	....	×	....	....	×	....
32	State Reform School	....	....	....	....	×	(*l*)	....	....	×	....	....	×	....
33	Worcester Truant School	....	....	....	....	....	....	....	....	×	....	....	×	....
34	Reform School for Girls	....	....	....	....	....	....	....	....	....	....	....	....	....
35	Detroit House of Correction*	....	....	....	....	×	×	×	....	....	....	....	....	....
36	Michigan State House of Correction and Reformatory.	×	....	....	....	....	....	....	....	....	....	....	....	....
37	State Reform School	....	....	....	....	×	....	....	....	×	....	....	....	....
38	Minnesota State Reform School	×	....	....	....	....	*m*×	....	....	....	....	×	×	....
39	House of Refuge*	×	....	....	....	×	....	....	×	....	....	×	×	....
40	State Industrial School	....	....	....	....	×	....	....	....	×	....	....	....	....
41	St. Francis Catholic Protectory*	....	....	....	....	....	....	....	....	×	....	....	....	....
42	New Jersey State Reform School	....	....	....	....	....	....	....	....	*o*×	....	....	....	....
43	State Industrial School for Girls	×	....	....	....	....	....	....	....	....	....	....	×	....
44	Newark City Home*	....	....	....	×	....	....	....	....	×	....	....	....	....
45	House of Shelter	....	....	....	....	....	....	....	w	....	....	....	×	....
46	Catholic Protectory for Boys	....	....	×	....	....	....	×	....	....	....	....	....	....
47	Catholic Protectory for Girls	....	....	....	....	....	....	....	....	....	....	....	....	....
48	New York State Reformatory	....	....	....	×	....	*q*×	....	....	×	....	....	×	....
49	Juvenile House of Industry of Brooklyn	....	....	....	....	....	....	....	....	....	....	....	....	....
50	Association for Befriending Children and Young Girls.	×	....	....	....	....	....	....	....	....	....	....	×	....

* From Report of the Commissioner of Education for 1879.

a Includes expenditure for building.

b Number up to close of year 1878.

c In 1878.

d Total income.

e These statistics are for two years, ending September 30, 1880.

f Also mechanical engineering, hat making, and manufacture of clothing.

g Also basket making.

h Total cost to city; actual expenditure, $27,294.

i Also basket making and manufacture of pearl buttons.

j Receipts from printing.

schools for 1880, *&c.*—Continued.

the industries taught.

Industries.									Number committed since establishment.	Percentage of discharged, known to be orderly, &c.	Library.		Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.	
Laundry work.	Masonry.	Paper-box making.	Printing.	Sewing.	Shirtmaking.	Shoemaking.	Shoe mending.	Tailoring.			Number of volumes.	Increase in the last school year.					
53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	
....	....	....	....	....	....	×	....	×	3, 121	.....	400	.....	.....	.....	$50, 000	.....	1
....	....	....	....	×	....	×	....	×	3, 076	85	1, 500	20	.....	.....	.....	.....	2
×	....	×	....	×	....	....	....	....	430	06	1, 500	100	$156 00	$12 50	a42, 082	$2, 000	3
....	....	....	....	....	....	×	....	×	.....	.....	.....	.....	.....	.....	.....	.....	4
×	....	....	....	×	....	....	....	....	b1, 700	.....	c200	.....	.....	.....	e18, 000	cd18, 000	5
×	....	....	....	....	....	×	....	....	952	.....	e1, 000	e340	164 23	20 27	ae34, 072	3, 851	6
×	....	....	....	×	×	....	....	....	103	75	478	.....	175 00	.....	.....	.....	7
×	....	....	....	×	....	....	....	....	b568	.....	.....	.....	.....	.....	c2, 991	e1, 855	8
×	....	....	....	×	....	....	....	....	389	78	500	100	104 87	*78 00	21, 500	2, 100	9
....	....	....	....	....	....	....	×	....	1, 225	.....	.....	.....	100 00	.....	42, 500	4, 878	10
....	....	....	....	....	....	....	....	×	794	75	400	.....	120 00	36 00	18, 000	.....	11
....	....	....	....	×	....	....	....	....	193	70	.....	.....	96 00	.....	.....	.....	12
....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	13
×	....	....	....	×	....	×	....	....	1, 004	90	375	.....	90 00	25 00	h20, 200	6, 476	14
....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	32 85	2 17	12, 500	314	15
....	....	....	....	×	....	....	....	....	1, 653	.....	1, 825	34	155 00	33 33	18, 600	4, 000	16
....	....	....	....	×	....	×	×	×	2, 903	85	1, 000	0	173 21	45 00	39, 016	9, 491	17
×	....	....	....	×	....	....	....	....	.....	.....	.....	.....	.....	.....	43, 875	d37, 162	18
×	....	....	....	....	....	×	....	×	625	66½	300	100	83 29	.....	27, 495	.....	19
×	....	....	....	×	....	....	....	....	268	75	300	50	87 00	.....	5, 473	.....	20
....	....	....	×	....	....	....	....	....	.....	.....	700	.....	106 13	.....	18, 243	j4, 646	21
....	....	....	....	....	....	....	....	....	593	.....	0	0	112 29	0	24, 600	0	22
×	....	....	....	×	....	....	....	....	1, 500	.....	.....	.....	.....	.....	4, 000	267	23
....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	106 13	.....	16, 418	.....	24
....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	3, 230	.....	25
....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	1, 500	.....	26
....	....	....	....	×	....	....	....	....	1, 104	80	1, 500	25	249 60	15 00	17, 500	1, 934	27
....	....	....	....	....	....	....	....	....	101	.....	650	50	129 00	*88 56	5, 147	1, 480	28
....	....	....	....	....	....	....	....	....	1, 425	25	550	0	100 00	43 00	3, 900	1, 677	29
....	....	....	....	....	....	....	....	....	130	75	745	44	203 49	71 05	6, 308	2, 203	30
....	....	....	....	....	....	....	....	....	18	.....	0	.....	.....	.....	.....	.....	31
....	....	....	....	....	....	....	....	....	5, 506	.....	1, 500	0	193 96	43 44	49, 186	8, 988	32
....	....	....	....	....	....	....	....	....	270	50	100	0	184 08	0	1, 536	0	33
....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	34
....	....	....	....	....	....	....	....	....	26, 311	.....	800	200	.....	.....	315, 928	325, 044	35
....	....	....	....	....	....	m ×	....	×	2, 384	.....	1, 009	300	121 77	82 02	47, 280	31, 415	36
....	....	....	....	....	×	×	×	×	2, 312	.....	2, 300	300	100 00	.....	32, 903	.....	37
×	....	....	....	×	....	....	....	....	469	90	900	30	.....	.....	37, 679	.....	38
×	....	....	....	×	....	×	....	×	4, 187	.....	600	.....	140 00	29 55	33, 883	7, 476	39
....	....	....	....	....	....	×	....	....	1, 021	75	280	50	100 00	38 00	12, 000	5, 000	40
....	....	....	....	....	....	×	....	×	.....	.....	.....	.....	.....	.....	.....	.....	41
×	....	....	....	×	×	....	....	×	1, 051	70	650	.....	78 97	44 42	20, 729	11, 062	42
×	....	....	....	×	×	....	....	....	148	63	260	10	.....	.....	8, 663	1, 118	43
×	....	....	....	....	....	....	....	×	255	99	200	25	97 00	16 40	22, 372	2, 629	44
×	....	....	....	....	....	....	....	....	583	.....	425	25	57 25	24 23	2, 883	678	45
....	....	....	(p)	....	....	×	....	....	.....	.....	.....	.....	.....	.....	.....	.....	46
....	....	....	....	....	....	....	....	....	77	.....	.....	.....	.....	.....	.....	.....	47
×	....	....	....	....	....	....	....	....	961	.....	994	200	.....	.....	84, 000	63, 000	48
....	....	....	....	....	....	....	....	....	3, 020	.....	300	120	.....	0	12, 000	0	49
×	....	....	....	×	....	....	....	....	q3, 500	.....	.....	.....	.....	.....	.....	.....	50

h There is a hosiery department in which girls are employed.
i Sleighs are manufactured.
m Also manufacture of cigars.
n Also cabinet making, painting, manufacture of toys and tin ware.
o Also brick making.
p Type-setting and electrotyping are taught.
q Also foundry work, manufacture of hollow-ware, and plumbing.

TABLE XXI.—*Statistics of reform*

NOTE.—× indicates

	Name.	Industries.												
		Baking.	Blacksmithing.	Broom making.	Brush making.	Cane seating.	Carpentry.	Chair making.	Dress making.	Farming.	Fruit canning.	Gardening.	Housework.	Knitting.
	1	40	41	42	43	44	45	46	47	48	49	50	51	52
51	New York House of Refuge	×										×	×	×
52	New York Magdalen Benevolent Society	×											×	
53	Western House of Refuge	×				×			×	×		×	×	
54	Protectorate and Reformatory for Destitute Children.									×			×	
55	Cincinnati House of Refuge*	×			×							×		
56	Protectory for Boys													
57	House of Refuge and Correction*				×									
58	Girls' Industrial Home	×							×				×	
59	State Reform School for Boys*	×	×		×		×			a×				
60	House of Refuge and Correction				a×					×		×		
61	Pennsylvania Reform School*	×										×		
62	House of Refuge				×	×								×
63	Sheltering Arms*													
64	Providence Reform School					×								
65	Vermont Reform School					×				×				
66	Wisconsin Industrial School for Girls	×							×			×	×	×
67	Wisconsin Industrial School for Boys*	×								×		×	×	
68	Reform School*					×				×		×		

* From Report of the Commissioner of Education for 1879.
a Income from all sources.
b Also engineering and wire-work.
c Also engineering, gas making, telegraphy, and music.

MEMORANDA.

Name.	Location.	Remarks.
Girls' department of the Iowa Reform School.	Mt. Pleasant, Iowa	Now permanently located at Mitchellville
Girls' House of Refuge	New Orleans, La.	No information received.
St. Alphonsus' House of Refuge	New Orleans, La.	No information received.
Maryland Industrial School for Girls	Orange Grove, Md.	Name changed to Female House of Refuge; see Ilchester.
House of Industry	Boston, Mass	For adult male and female prisoners.
State Reform School	Manchester, N. H.	Name changed to State Industrial School

schools for 1880, *&c.*—Continued.

the industries taught.

Industries.									Number committed since establishment.	Percentage of discharged known to be orderly, &c.	Library.		Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.	
Laundry work.	Masonry.	Paper-box making.	Printing.	Sewing.	Shirtmaking.	Shoemaking.	Shoe mending.	Tailoring.			Number of volumes.	Increase in the last school year.					
53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	
x	....	....	....	x	....	....	....	x	19, 457	75	3, 712	169	$152 79	$44 37	$112, 610	$32, 703	51
x	....	....	....	x	....	....	....	....	.....	.....	350	10	102 68	37 29	5, 955	2, 161	52
x	....	....	....	x	....	x	....	x	5, 682	75	1, 150	110	140 92	33 39	85, 721	20, 231	53
....	....	....	....	....	....	....	....	....	.....	.....	500	0	.....	.....	3, 154	*a*3, 267	54
....	....	*b* x	x	....	x	x	....	....	4, 141	70	2, 000	50	205 75	.....	.....	.....	55
....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	56
....	....	....	....	....	....	....	....	....	1, 203	.....	275	0	54 00	49 78	6, 155	5, 675	57
x	....	....	....	x	....	....	....	....	632	75	.....	.....	.....	.....	52, 767	.....	58
x	....	....	....	....	....	x	....	x	3, 166	.....	1, 934	0	*d*123 93	.....	63, 577	80, 920	59
....	....	....	....	....	....	....	....	....	605	80	250	250	130 00	.....	20, 925	.....	60
....	....	....	....	....	....	x	....	x	3, 713	70	195	0	*d*100 22	.....	*e*30, 703	4, 000	61
....	....	....	....	....	....	x	....	x	13, 600	87	30, 000	.....	153 60	33 30	76, 699	16, 620	62
....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	354 18	.....	1, 163	.....	63
....	....	....	....	....	....	....	....	x	2, 967	.....	400	.....	.....	.....	23, 166	.....	64
....	....	....	....	....	....	x	....	....	619	75	380	.....	.....	56 19	18, 369	3, 709	65
x	....	....	....	x	....	....	....	....	241	.....	500	200	130 00	7 25	8, 315	600	66
x	....	....	....	....	....	x	....	x	1, 826	.....	775	500	100 86	.....	42, 866	.....	67
....	....	....	....	....	....	x	....	x	.....	.....	885	.....	157 27	.....	28, 892	.....	68

d Including salaries.
e Also manufacture of stockings.
f Exclusive of salaries and permanent improvements.

MEMORANDA.

Name.	Location.	Remarks.
New York Catholic Protectory	Westchester, N. Y.	No information received.
State Reform School	Lancaster, Pa.	No information received.
House of Refuge	Philadelphia, Pa.	The white and colored departments of this institution have been united under one superintendent.
House of Correction	Charleston, S. C.	A city prison.
Woman's Mission Home	Nashville, Tenn.	No information received.
Galveston Reformatory	Galveston, Tex.	No information received.

TABLE XXII.—*Statistics of homes and asylums for orphan or dependent children, infant asylums, and industrial schools for* 1880; *from replies to inquiries by the United States Bureau of Education.*

PART I.—STATISTICS OF HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
1	Church Home for Orphan Boys	Mobile, Ala	.....	1879	Sister Harriet, C. D	P. E	.....	3	20
2	Church Home for Orphan Girls	Mobile, Ala	1864	1864	Sister Harriet, C. D	P. E	.....	6	104
3	Protestant Orphan Asylum	Mobile, Ala	1839	1839	Mrs. Laura Ruggles	Non-sect	0	5	.....
4	Orphans' Home of the Synod of Alabama	Tuskegee, Ala	1865	1867	Rev. A. R. Holderby	Presb. So.	1	2	*325
5	Sacramento Protestant Orphan Asylum	Sacramento, Cal	1867	1867	Mrs. W. H. Hobby, secretary	Non-sect	2	4	a730
6	Ladies' Protection and Relief Society *b*	San Francisco, Cal	1854	1853	Mrs. C. Jackson, cor. secretary	Non-sect	1	9	.....
7	Methodist Chinese Mission	San Francisco, Cal. (916 Washington street).	.....	1871	Rev. O. Gibson	M. E	.....	.....	100
8	San Francisco Roman Catholic Female Orphan Asylum.*	San Francisco, Cal	1858	1852	Sister Stanislaus Roche	R. C	6	30	.....
9	Woman's Union Mission to Chinese Women and Children.*	San Francisco, Cal. (cor. of Jackson and Dupont sts.).	1869	1869	Rev. A. W. Loomis, D. D	Non-sect	3	2	.....
10	Female Orphan Asylum*	San Juan, Cal	1871	1871	Sister Carmen Argelaga, superioress	R. C	.....	8	200
11	St. Vincent's Male Orphan Asylum*	San Rafael, Cal	0	1855	Rev. James Croke	R. C	15	5	.....
12	Good Templars' Home for Orphans	Vallejo, Cal	.....	1869	Nehemiah Smith, principal teacher	Non-sect	4	6	490
13	Pájaro Vale Orphan Asylum	Watsonville, Cal	0	1869	Rev. Francis Codina	R. C	*8	.....	.....
14	Bridgeport Protestant Orphan Asylum	Bridgeport, Conn	1868	1868	Miss Lydia R. Ward, president	Non-sect	0	3	134
15	Hartford Orphan Asylum	Hartford, Conn	1833	1829	Rev. Thomas S. Potwin	Non-sect	2	12	.....
16	Middlesex County Orphans' Home *b*	Middletown, Conn	1877	1877	Mrs. Martha C. Todd Hill, president	Non sect	0	2	15
17	Home for the Friendless*	New Haven, Conn	1867	1866	Mrs. A. J. Carrier	Non-sect	.....	2	.....
18	New Haven Orphan Asylum*	New Haven, Conn	1833	1833	Mrs. Laura A. Kingsley	Non-sect	1	8	1,500
19	St. Francis Orphan Asylum	New Haven, Conn	1864	1864	Sister Mary Felicite	R. C	0	10	671
20	Home for Friendless and Destitute Children	Wilmington, Del	1863	1862	Mrs. Isaac Crouch, matron	Non-sect	0	6	634
21	Baptist Orphans' Home *c*	Atlanta, Ga	1872	1872	John H. James	Baptist	.....	2	79
22	Augusta Orphan Asylum	Augusta, Ga	1852	1854	Mrs. Annie E. McKinne, matron	Non-sect	1	5	650
23	St. Mary's Orphan Asylum	Augusta, Ga	1856	1853	Sister Mary Peter	R. C	.....	7	.....
24	Columbus Female Orphan Asylum	Columbus, Ga	1840	1845	Mrs. J. S. Cushman	Non-sect	.....	1	98
25	Orphans' Home, North Georgia Conference	Decatur, Ga	1873	1871	James L. Lupo	M. E	1	2	75

26	Appleton Church Home	Macon, Ga	1868	1870	Sister Margaret	P. E	0	2	*58
27	Orphans' Home, South Georgia Conference	Macon, Ga	1872	1872	Rev. L. B. Payne	M. E. So	1	3	223
28	Episcopal Orphans' Home*	Savannah, Ga	1842	1843	Mrs. B. A. Reagan, matron	P. E	0	1	.....
29	Union Society, Bethesda Orphan Home*	Savannah, Ga	.....	1740	Albert V. Chaplin	Non-sect	2	3	.....
30	German Evangelical Lutheran Orphan Asylum	Addison, Ill	1872	1872	John Harmening	Ev. Luth	.....	.....	142
31	Chicago Home for the Friendless*	Chicago, Ill	1858	1858	Mrs. J. Grant	Non-sect	1	15	.....
32	Chicago Protestant Orphan Asylum	Chicago, Ill. (2228 Michigan avenue).	1849	1849	Mrs. H. C. Bigelow, matron	Non-sect	1	17	3,172
33	St. Joseph's Orphan Asylum*	Chicago, Ill	.....	1849	Sister Mary Joseph	R. C	.....	14	.....
34	Uhlich Orphan Asylum	Chicago, Ill	1869	1869	G. Blankenhahn	Ev. Luth	2	6	214
35	German Catholic Orphan Asylum	Havelock, Ill	1872	1865	Sister M. Hyacintha	R. C	.....	12	396
36	Jacksonville Orphan Home*	Jacksonville, Ill	.....	1869	Rev. W. A. Passavant, D. D	Lutheran	.....	2	40
37	Asylum of St. Casimir for Polish Children	La Salle, Ill	0	1878	Mother Mary Monica	R. C	.....	6	.....
38	Illinois Soldiers' Orphans' Home	Normal, Ill	1865	1869	Mrs. Virginia C. Ohr	Non-sect	11	23	1,416
39	Home for the Friendless	Peoria, Ill	1876	1875	Mrs. E. D. Hardin	Non-sect	1	2	1,134
40	Woodland Home for Orphans and Friendless	Quincy, Ill	1855	1859	Mary Holmes Wood, (pres't ex. com.)	Non-sect	.....	.....	.....
41	Asylum for Friendless Colored Children*	Indianapolis, Ind	1871	1871	Miss Sallie J. Burns	Friends	.....	6	304
42	German Protestant Orphan Asylum*	Indianapolis, Ind	1871	1871	W. C. Kraeuter	Non-sect	1	1	79
43	Indianapolis Orphans' Asylum*	Indianapolis, Ind	1850	1855	Mrs. Hannah T. Hadley, president	Non-sect	1	8	.....
44	Jeffersonville Orphan Asylum*	Jeffersonville, Ind	1876	1877	Sarah A. Patterson	Non-sect	.....	2	87
45	Indiana Soldiers' Orphans' Home	Knightstown, Ind	1867	1867	J. W. White	Non-sect	6	15	850
46	St. Joseph's Orphan Asylum*	La Fayette, Ind	1877	1876	Rev. B. Hartmann	R. C	.....	.....	.....
47	St. Joseph's Orphan Asylum and Manual Labor School.	Rensselaer, Ind	1868	1866	Rev. M. Zumbuelte	R. C	1	6	315
48	Home of the Friendless*	Richmond, Ind	1869	1868	Mrs. S. A. Iliff Davis, president	Non-sect	.....	1	1,221
49	Wernle Orphans' Home	Richmond, Ind	1878	1879	John Dingeldey	Ev. Luth	1	5	56
50	St. Ann's Female Orphan Asylum	Terre Haute, Ind	1846	1849	Sister M. Cecilia, superior	R. C	.....	11	822
51	St. Vincent's Male Orphan Asylum*	Vincennes, Ind	.....	1850	Sister Mary Theodore	R. C	.....	12	1,025
52	German and English Asylum for Orphans and Destitute Children.	Andrew, Iowa	1862	1863	Rev. J. G. Rembold	Ev. Luth	3	3	270
53	Soldiers' Orphans' Home and Home for Indigent Children.	Davenport, Iowa	1863	1863	S. W. Pierce	Non-sect	6	16	*1,200
54	Home for the Friendless	Leavenworth, Kans	1869	1868	Mrs. C. H. Cushing, president	Non-sect	.....	4	1,950
55	St. Thomas Orphan Asylum	Bardstown, Ky	1850	1850	Rev. Nicholas Ryan	R. C	3	8	*1,800
56	Covington Protestant Children's Home	Covington, Ky	1880	.....	A. H. Ransom, secretary	.....	.....	.....	.....
57	St. John's Orphan Asylum*	Covington, Ky	1869	1871	Sister M. Gertrude Bauer, O. S. B	R. C	.....	5	80
58	Baptist Orphans' Home	Louisville, Ky. (First st., cor. of St. Catherine).	1870	1869	Miss M. A. Hollingsworth, matron	Baptist	.....	5	325
59	German Baptist Orphan Home	Louisville, Ky. (New Broadway).	1872	.....	John Fred. Dohrmann	Baptist	.....	.....	75
60	German Protestant Orphan Asylum	Louisville, Ky. (780 West Jefferson street).	1852	1852	C. G. Leonhardt	Non-sect	1	3	918
61	Masonic Widows' and Orphans' Home	Louisville, Ky	1867	1871	E. L. Fitch	Non-sect	2	7	.....
62	Orphanage of the Good Shepherd	Louisville, Ky	1869	1870	Sister Susan Orr, deaconess	Prot. Epis	1	3	83
63	St. Joseph's German Orphan Asylum	Louisville, Ky	1850	1849	Sister Mary Valentine	R. C	.....	8	.....
64	St. Vincent's Orphan Asylum*	Louisville, Ky	1868	1833	Mother C. Spalding	R. C	.....	12	.....
65	Kentucky Female Orphan School	Midway, Ky	1847	1849	Samuel P. Lucy	Christian	1	5	.....
66	Cleveland Orphans' Institution	Versailles, Ky	1870	1875	Mrs. Nannie E. Edwards, matron	Non-sect	.....	3	34
67	Asylum for Destitute Orphan Boys	New Orleans, La	1824	1824	George Burns	Non-sect	3	5	1,440

*From Report of the Commissioner of Education for 1879.
a Up to close of year 1878.
b These statistics are for 1879.
c Closed in June, 1880; statistics are for 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
68	Convent of the Good Shepherd*	New Orleans, La	1850	1850	Mother Mary of St. Rose	R. C			
69	Jewish Widows' and Orphans' Home*	New Orleans, La	1855	1855	N. J. Bunzel	Jewish	2	2	462
70	Louisiana Asylum	New Orleans, La. (cor. of Tonti and Hospital sts.).			Mother Theresa	R. C		5	80
71	Mt. Carmel Female Orphan Asylum	New Orleans, La. (53 Piety street).	1857	1869	Sister Justine, superioress	R. C		10	*1, 200
72	Poydras Female Orphan Asylum*	New Orleans, La	1817	1817	Mrs. H. G. Hodgson, secretary	Non-sect	2	15	5, 000
73	The Protestant Orphans' Home*	New Orleans, La. (Seventh street).	1853	1853	Mrs. A. Walker, matron	Non-sect		10	3, 510
74	St. Joseph's German Orphan Asylum*	New Orleans, La. (Josephine and Laurel streets).	1854		Sister Mary Jacobina, superior	R. C		15	1, 150
75	Children's Home	Bangor, Me	1838	1839	Miss Julia A. Sibley, matron	Non-sect		5	380
76	Bath Military and Naval Orphan Asylum*	Bath, Me	1866		Helena T. Prescott, matron	Non-sect	1	8	
77	Asylum of Our Lady of Lourdes	Lewiston, Me	1878	1878	Sister Côté, directress	R. C		4	1, 109
78	Female Orphan Asylum of Portland	Portland, Me	1828	1828	Miss L. B. Johnson	Non-sect		4	330
79	Baltimore Orphan Asylum*	Baltimore, Md	1801	1807	Mrs. Stanley, matron	Non-sect	1	5	
80	Boys' Home	Baltimore, Md. (n. w. cor. Calvert and Pleasant sts.).	1867	1866	John H. Lynch	Non-sect	2	9	1, 007
81	Christ Church Asylum*	Baltimore, Md	1841	1840	Sarah A. Brown, matron	P. E		2	
82	General German Orphan Asylum	Baltimore, Md	1860	1860	L. B. Schaefer	Non-sect	1	2	130
83	Hebrew Orphan Asylum of Baltimore	Baltimore, Md. (Calverton Heights).	1872	1873	Jonas Gabriel	Hebrew	2	7	84
84	Home of the Friendless*	Baltimore, Md. (cor. Lombard st. and Druid Hill avenue).	1854	1854		Non-sect			1, 686
85	House of the Good Shepherd	Baltimore, Md. (cor. Mound and Hollins streets).	1864	1864	Sister Mary Joseph, superior	R. C		40	1, 027
86	St. James' Home for Boys	Baltimore, Md. (cor. High and Low streets).		1878	Brother Hubert	R. C	2		111
87	St. Mary's Female Orphaline School*	Baltimore, Md. (70 Franklin street).	1817	1818	Sister Gertrude	R. C		12	
88	St. Vincent's Male Orphan Asylum*	Baltimore, Md. (North Front street).	0	1848	Brother Chronion	R. C	4	0	1, 320

89	Baltimore Manual Labor School for Indigent Boys.	Catonsville, Md	1840	1840	Edward A. Welch	Non-sect	1	4	1,000
90	Home for Friendless Children of the Diocese of Easton.	Easton, Md	1870	1871	Miss L. D. Nabb	P. E		2	30
91	Protestant Episcopal Orphan Asylum*	Frederick, Md		1840	Mrs. Ann G. Ross, president	P. E		2	
92	Baldwin Place Home for Little Wanderers	Boston, Mass	1865	1865	Rev. R. G. Toles	Non sect	5	12	4,877
93	Boffin's Bower	Boston, Mass. (1031 Washington street).		1870	Jennie Collins	Non-sect			
94	Boston Asylum and Farm School for Indigent Boys.*	Boston, Mass	1832	1832	William A. Morse	Non-sect	4	2	1,686
95	Boston Female Asylum*	Boston, Mass	1803	1800	Miss F. L. Palmer	Non-sect		12	1,000
96	Children's Friend Society	Boston, Mass. (48 Rutland st.)	1834	1834	Mrs. M. H. Brewster	Non-sect		9	*1,842
97	Children's Mission to the Children of the Destitute in the City of Boston.	Boston, Mass. (277 Tremont, near Hollis street).	1864	1849	William Crosby	Non-sect	2	8	a6,000
98	Church Home for Orphan and Destitute Children*.	Boston, Mass. (cor. of N and Fourth streets).	1858	1855	Sarah A. C. Bond, secretary	P. E		2	500
99	House of the Angel Guardian	Boston, Mass. (85 Vernon st., Highlands).	1853	1851	Joseph F. DePoorter	R. C	17	0	6,210
100	Dr. Martin Luther Orphans' Home	Boston (West Roxbury), Mass.	1871	1871	Adolf Brauer	Ev. Luth	2	1	60
101	St. Vincent's Orphan Asylum	Boston, Mass. (Camden st.)	1843	1835	Sister M. Vincent McEntee	R. C		13	3,405
102	Haverhill Children's Aid Society	Haverhill, Mass	1866	1865	Mrs. R. H. Seeley, president			2	135
103	House of Providence*	Holyoke, Mass	1878	1873	Sister Mary Leonard	R. C		16	375
104	Protectory of Mary Immaculate*	Lawrence, Mass	1875	1868	Sister Painchaud	R. C	1	8	540
105	Children's Aid Society*	Nantucket, Mass			Catharine Starbuch, president	Non-sect		1	16
106	New Bedford Orphans' Home	New Bedford, Mass	1847	1845	Miss Celia Brett	Non-sect	1	6	300
107	Newton Home for Orphan and Destitute Girls	Newton, Mass	0	1872	Mrs. Rebecca R. Pomroy	Non-sect		3	40
108	Massachusetts State Primary School*	Palmer, Mass	1855	1855	Gardiner Tufts		26	22	23,045
109	City Orphan Asylum	Salem, Mass	1868	1866	Sister A. M. Mongeau	R. C		10	544
110	Seamen's Orphan and Children's Friend Society	Salem, Mass	1841	1839	Miss Margaret H. Barrows	Non-sect	1	5	*460
111	Children's Home	Springfield, Mass	1866	1866	Mrs. J. R. Hixon, cor. secretary	Non-sect	0	3	3,000
112	Orphans' Home (Children's Friend Society)	Worcester, Mass	1849	1849	Miss Tamerson White, matron	Non-sect		3	211
113	State Public School	Coldwater, Mich	1871	1874	Lyman P. Alden		9	33	944
114	Home for the Friendless	Detroit, Mich	1862	1863	Mrs. S. B. Sill, cor. secretary	Protestant	1	12	*4,750
115	Ladies' Protestant Orphan Asylum	Detroit, Mich	1836	1837	Mrs. R. H. Fyfe, secretary	Non-sect			a1,000
116	St. Vincent's Female Orphan Asylum	Detroit, Mich	1871	1851	Sister Mary Stella	R. C	3	18	1,092
117	St. Vincent's Male Orphan Asylum	Detroit, Mich		1868		R. C			
118	Home for the Friendless	East Saginaw, Mich	1870	1870	Mrs. McNoah			5	5561
119	Jackson Home for the Friendless and Industrial School.*	Jackson, Mich	1878	1879	Mary R. McNaughton, president	Non-sect		1	16
120	Children's Home	Kalamazoo, Mich	0	1879	William G. Dewing	Christian	1	2	60
121	St. Mary's Orphan Asylum*	Monroe, Mich	1855	1859	Sister M. Justinia	R. C		3	200
122	St. Paul Protestant Orphan Asylum*	St. Paul, Minn. (96 Arundel street).	1865	1865	Mrs. Horace Thompson, president	Non-sect	1	3	340
123	D'Evereux Hall	Natchez, Miss	1858	1858	Brother Gontran	R. C	7	0	280
124	St. Mary's Orphan Asylum	Natchez, Miss	1854	1847	Sister Tatiana	R. C	1	10	468
125	Female Orphan School*c	Camden Point, Mo	1869	1870	A. F. Smith, principal	Christian	1	5	
126	Evangelical Lutheran Orphans' Home and Asylum.*	Des Pères, Mo	1868	1866	Ernst Leubner	Ev. Luth	3	3	250
127	Catholic Protectorate of St. Louis	Glencoe, Mo		1872	Brother Tertullian	R. C	5		*223

[a] From Report of the Commissioner of Education for 1879.
[b] For six years.
[c] Up to close of year 1878.
[c] The object of this school is to educate orphan girls as teachers.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
128	Home of the Friendless	St. Joseph, Mo	1874	1874	Mrs. John A. Delman	Protestant	.....	.....	700
129	Episcopal Orphans' Home	St. Louis, Mo	1842	1842	C. V. Burchard	P. E	.....	7	800
130	German St. Vincent's Orphan Asylum	St. Louis, Mo	1851	1850	Mother Angela	R. C	.....	17	702
131	House of the Good Shepherd*	St. Louis, Mo	1869	1849	Mother Mary of the Sacred Heart	R. C	.....	28	a2, 535
132	Mission Free School*	St. Louis, Mo	1840	1841	Mary E. Tucker	Non-sect	.....	4	.....
133	St. Bridget's Half-Orphan Asylum	St. Louis, Mo	1860	1863	Sisters of St. Joseph	R. C	.....	12	650
134	St. Joseph's Convent of Mercy	St. Louis, Mo	1857	1856	Mother Mary di Pazzi	R. C	.....	35	.....
135	St. Joseph's Male Orphan Asylum	St. Louis, Mo	....	1849	Sister Mary Frances, superior	R. C	.....	20	.....
136	St. Mary's Female Orphan Asylum*	St. Louis, Mo	1843	1840	Sisters of Charity	R. C	1	10	1, 349
137	Central Wesleyan Orphan Asylum*	Warrenton, Mo	1865	1864	Chr. F. Schlinger	M. E	1	3	144
138	St. Louis Protestant Orphan Asylum*	Webster Groves, Mo	1841	1834	Mrs. S. Fuller, matron	Non-sect	1	8	.....
139	State Orphans' Home*	Carson City, Nev	1869	1870	John H. Mills	Non-sect	1	4	215
140	Orphans' Home	Concord, N. H	1874	1866	Miss Sarah L. E. Carter	P. E	1	4	70
141	New Hampshire Orphans' Home	Franklin, N. H	1871	1871	Mrs. A. R. Mack, matron	Non-sect	1	5	200
142	Children's Home	Portsmouth, N. H	1879	1877	Rev. Charles A. Holbrook	P. E	1	3	47
143	Camden Home for Friendless Children*	Camden, N. J	1869	1869	Maria J. Eastwood, matron	Non-sect	.....	3	150
144	West Jersey Orphanage for Destitute Colored Children.	Camden, N. J	1874	1875	Jane Price, matron	Non-sect	.....	2	.....
145	Children's Friend Society	Jersey City, N. J	1863	1863	Sarah B. Winchester, matron	.....	0	4	273
146	St. Mary's Female Orphan Asylum*	Jersey City, N. J	1864	1850	Rev. D. L. Senez	R. C	.....	6	400
147	Union Association of the Children's Home of Burlington County.	Mount Holly, N. J	1864	1864	Mrs. M. H. Keeler	Non-sect	.....	3	*214
148	Home for the Friendless*	Newark, N. J	1872	1872	Mrs. Linda B. Fitz Gerald, secretary	Non-sect	.....	8	333
149	Newark Orphan Asylum *b*	Newark, N. J	1849	1848	Mrs. S. M. Van Vleck	Non-sect	.....	8	600
150	St. Peter's Asylum*	Newark, N. J	1871	1871	Sister M. Severina	R. C	.....	10	760
151	Orange Orphan Home	Orange, N. J	1867	1854	Miss Mary Hubbel	Non-sect	.....	3	144
152	Paterson Orphan Asylum Association*	Paterson, N. J	1864	1863	Mrs. A. W. A. Hennion, matron	Non-sect	1	1	260
153	St. Joseph's Orphan Asylum*	Paterson, N. J	.....	1855	Sister M. Baptista	R. C	4	4	1, 200
154	St. Mary's Orphan Asylum	Vailsburgh (near South Orange, N. J.).	.....	1859	Rev. G. W. Doane	R. C	.....	12	1, 900
155	Albany Orphan Asylum	Albany, N. Y	1831	1830	Albert D. Fuller	Non-sect	3	5	2, 796
156	Orphans' Home of St. Peter's Church	Albany, N. Y	1875	1864	Kate T. Hand, secretary	P. E	.....	2	.....

	Albany, N. Y	1875	1864	Kate T. Hand, secretary	P. E		5	2	2,795
157	St. Vincent's Male Orphan Asylum	Albany, N. Y	1849	1849	Bro. Amphian	R. C	6	3	1,251
158	Cayuga Asylum for Destitute Children	Auburn, N. Y	1852	1852	Mrs. Jane C. Rogers	Non-sect	1	8	
159	Susquehanna Valley Home	Binghamton, N. Y		1869	A. H. La Monte	Non-sect	2	9	592
160	Brooklyn Howard Colored Orphan Asylum	Brooklyn, N. Y. (Troy ave.)	1868	1866	Vesta S. Hill, principal	Non-sect		c2	
161	Brooklyn Union for Christian Work	Brooklyn, N. Y	1871	1866	William A. Butler	Non-sect	8	3	6,000
162	Home for Destitute Children	Brooklyn, N. Y. (Butler street, near Flatbush ave.).	1854	1854	Adeline E. Warner, principal	Non-sect		c3	
163	House of the Good Shepherd	Brooklyn, N. Y. (Hopkinson ave. and Pacific st.).	1868	1868	Sister Mary of Loretto, superioress	R. C		36	3,385
164	Orphan Asylum Society of the City of Brooklyn	Brooklyn, N. Y. (Atlantic avenue).	1835	1832	Mrs. J. B. Hutchinson, first directress	Non-sect	1	29	3,356
165	Orphans' Home, Church of the Holy Trinity	Brooklyn, N. Y. (E. D., Graham st., bet. Montrose and Johnson streets).	1861	1862	Very Rev. Michael May	R. C		8	125
166	Orphans' House on the Church Charity Foundation of Long Island.	Brooklyn, N. Y. (Albany ave. and Herkimer street).	1851	1853	Sister Elizabeth	P. E		2	418
167	St. John's Home	Brooklyn, N. Y	1834	1830	Sister M. Baptista	R. C		24	
168	St. Joseph's Female Orphan Asylum	Brooklyn, N. Y	1834		Sister M. Lewis, superior	R. C		24	d1,021
169	Asylum of Our Lady of Refuge	Buffalo, N. Y	1856	1855	Sister M. of St. Bernard	R. C		1	374
170	Buffalo Orphan Asylum*	Buffalo, N. Y	1837	1836	Frederick Howard, secretary; Mrs. M. M. Thomson, matron.	Non-sect	1	8	3,500
171	Evangelical Lutheran St. John's Orphans' Home	Buffalo, N. Y	1865	1865	Rev. Christian Vols	Ev. Luth	5	8	190
172	German Roman Catholic Orphan Asylum*	Buffalo, N. Y	1874	1874	Rev. Theodore Voss	R. C	1	10	279
173	St. Vincent's Female Orphan Asylum	Buffalo, N. Y	1849	1848	Sister Dolores	R. C		11	1,603
174	Ontario Orphan Asylum*	Canandaigua, N. Y	1863	1864	Mrs. A. S. Biegler		1	6	424
175	St. Mary's Orphan Asylum	Clifton, N. Y. (Staten Island)	0	1864	Sister M. Everista	R. C		6	
176	Orphan House of the Holy Saviour*	Cooperstown, N. Y	1870	1871	Susan Fenimore Cooper	P. E	0	4	87
177	St. Mary's Orphan Asylum and School*	Dunkirk, N. Y	1858	1858	Sister M. Anastasia Donevan	R. C		5	215
178	St. Malachy's Home	East New York, N. Y	0	1870	Mother Mary de Chantal	R. C		15	515
179	Southern Tier Orphans' Home	Elmira, N. Y	1868	1864	Mrs. R. H. Close	Non-sect	1	12	918
180	Hudson Orphan and Relief Association	Hudson, N. Y	1846	1843	Miss E. Jones, matron	Non-sect		6	
181	Wartburg Orphans' Farm School of the Evangelical Lutheran Church.	Mt. Vernon, N. Y	1869	1866	Rev. G. C. Holls	Lutheran	1	4	114
182	Home for the Friendless*	Newburgh, N. Y			Mrs. Hector Craig, first directress	Non-sect	0	6	
183	Colored Orphan Asylum	New York, N. Y. (143d street and 10th avenue).	1838	1836	Orville K. Hutchinson, president	Non-sect	7	19	2,455
184	Hebrew Orphan Asylum	New York, N. Y. (77th st. and 3d avenue).	1832	1860	Dr. Herman Baar	Hebrew	8	8	*1,000
185	Home for the Friendless, American Female Guardian Society.	New York, N. Y. (32 East 30th street).	1849	1847	Mrs. C. C. North, president	Non-sect		c32	26,655
186	Hospital of New York Society for the Relief of the Ruptured and Crippled.	New York, N. Y. (125 East 42d street).	1863	1862	James Knight, M. D., surgeon in chief	Non-sect	14	42	2,536
187	Howard Mission and Home for Little Wanderers.	New York, N. Y. (40 New Bowery).	1864	1861	Joseph Hague, agent	Non-sect	2	2	12,000
188	Institution of Mercy*	New York, N. Y. (35 East Houston street).	1854	1846	Sister Mary Elizabeth Callanan, superioress.	R. C		10	12,873
189	Ladies' Deborah Nursery and Child's Protectory*	New York, N. Y. (95 East Broadway).	1878	1878	M. S. Davis	Hebrew	5	3	145

* From Report of the Commissioner of Education for 1879.
a Since 1862; records previous to that time destroyed.
b The Newark Orphan Asylum Association has four auxiliary societies: at Newark, New Brunswick, Bloomfield, and Morristown.
c Number of teachers only.
d Up to close of year 1878.
e Also 48 teachers or assistants in outside schools.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
190	Ladies' Home Missionary Society (Five Points Mission) *	New York, N. Y. (61 Park street).	1856	.....	Rev. S. I. Ferguson	M. E	2	9	.....
191	Leake and Watts Orphan House	New York, N. Y. (110th st. and 9th avenue).	1831	1843	Rev. Richard M. Hayden	Non-sect.	5	23	.....
192	New York Juvenile Asylum	New York, N. Y. (61 West 13th street).	1851	1853	E. M. and E. D. Carpenter	Non-sect.	20	42	21,467
193	New York Society for the Prevention of Cruelty to Children.	New York, N. Y. (100 East 23d street).	1875	.....	E. Fellows Jenkins	Non-sect.	6	1	.....
194	Orphan Asylum Society of the City of New York	New York, N. Y. (West 73d street and Broadway).	1807	1806	George E. Dunlap	Non-sect.	3	21	2,358
195	Orphans' Home and Asylum of the Protestant Episcopal Church.	New York, N. Y. (49th st., corner Lexington avenue).	1859	1851	Mrs. Susan M. Dutilh, first directress	P. E.	1	10	1,093
196	Roman Catholic Orphan Asylum	New York, N. Y. (Madison ave., bet. 51st and 52d sts.).	1852	1868	Sister M. Clotilda	R. C	.....	25	1,269
197	Roman Catholic Orphan Asylum	New York, N. Y. (32 Prince street).	1852	1826	Sister M. Pauline	R. C	.....	14	.....
198	Roman Catholic Orphan Asylum	New York, N. Y. (5th ave., bet. 51st and 52d streets).	1852	1826	Sister A. Borromeo	R. C	.....	27	*3,417
199	St. Barnabas House	New York, N. Y. (304 Mulberry street).	1833	1865	Rev. C. T. Woodruff	P. E	.....	2	.....
200	St. Joseph's Asylum in the City of New York*	New York, N. Y. (Avenue A and 89th street).	1859	1859	Sister Mary Paula, SS. DE N. D., superior.	R. C	4	16	1,366
201	St. Stephen's Home for Children*	New York, N. Y. (145 East 28th street).	1875	1868	Sister F. Xavier	R. C	.....	13	1,172
202	St. Vincent de Paul Orphan Asylum*	New York, N. Y. (215 West 39th street).	1868	1860	Sister Mary of Archangels	R. C	.....	15	821
203	The Sheltering Arms	New York, N. Y. (10th ave., corner 129th street).	1864	1864	Rev. Thomas M. Peters, D. D.	P. E.	.....	8	1,038
204	The Society for the Relief of Half-Orphan and Destitute Children.	New York, N. Y. (67 West 10th street).	1837	1835	Mrs. J. M. Campbell	Non-sect.	1	20	3,999
205	Oswego Orphan Asylum	Oswego, N. Y	1852	1852	William R. Hosmer, treasurer	Non-sect.	.....	.....	.....
206	Roman Catholic Orphan Asylum*	Peekskill, N. Y	.....	1870	Brother Elias	R. C	15	.....	217
		Peterboro', N. Y	1872	1871	Philemon Tucker	.....	1	4	243

207	Children's Home	Peterboro', N. Y	1872	1871	Philemon Tucker		1	4	241
208	Home for the Friendless of Northern New York	Plattsburg, N. Y	1874	1874	Mrs. Moss Kent Platt, president	Non-sect	1	5	61
209	Poughkeepsie Orphan House and Home for the Friendless.	Poughkeepsie, N. Y	1852	1847	Mrs. J. N. Farrar, matron	Non-sect		9	961
210	Western New York Home for Homeless and Dependent Children. a	Randolph, N. Y	1878	1877					
211	St. Margaret's Home*	Red Hook, N. Y			Miss Schryver	P. E		3	
212	Church Home of the Protestant Episcopal Church.	Rochester, N. Y. (Mt. Hope avenue).	1869	1868	Mrs. S. E. Godfrey, matron	P. E	1	7	
213	Rochester Orphan Asylum	Rochester, N. Y	1838	1837	Mrs. H. P. Knight, matron	Non-sect			3,380
214	St. Joseph's German Orphan Asylum*	Rochester, N. Y	1863		Rev. Joseph Froehlich	R. C		11	276
215	St. Mary's Orphan Boys' Asylum*	Rochester, N. Y	1864	1864	Sister M. Xavier	R. C		13	
216	St. Patrick's Female Orphan Asylum*	Rochester, N. Y	1845	1841	Sister M. Eulalia	R. C		12	998
217	Onondaga County Orphan Asylum	Syracuse, N. Y	1845	1841	Mrs. Helen M. Woods	Non-sect	1	13	
218	St. Vincent de Paul's Asylum and School	Syracuse, N. Y	1860	1852	Sister Anacaria Hoey	R. C		11	638
219	St. Vincent's Female Orphan Asylum	Troy, N. Y	1863	1848	Sister M. Onésime	R. C	1	8	1,413
220	Troy Catholic Male Orphan Asylum	Troy, N. Y	1864	1862	Brother Candidus	R. C	9		b1,925
221	Troy Orphan Asylum	Troy, N. Y. (294 8th street)	1835	1833	Charles W. Tillinghast, president	Non-sect	1	4	1,460
222	House of the Good Shepherd	Utica, N. Y	1872	1872	Mrs. A. M. Mitchell, matron	P. E	1	5	250
223	Utica Orphan Asylum	Utica, N. Y	1830	1830	Mrs. J. M. Talcott, matron	P. E			1,578
224	Thomas Asylum for Orphan and Destitute Indian Children.	Versailles, N. Y	1855	1855	B. F. Hall	Non-sect	2	9	521
225	Jefferson County Orphan Asylum*	Watertown, N. Y	1859	1859	George R. Torrey	Non-sect	1	6	
226	Society for Relief of Destitute Children of Seamen*	West New Brighton, N. Y. (S. I.).	1851	1846	A. M. Drew, matron	Non-sect		9	2,047
227	Orphan Asylum	Oxford, N. C	0	1873	J. H. Mills	Non-sect	3	11	578
228	St. James' Home	Wilmington, N. C	0	1870	Rev. Alfred A. Watson, rector	P. E		3	
229	Belmont County Children's Home	Barnesville, Ohio		1880	Francis Davis	Non-sect		(3)	43
230	German Methodist Orphan Asylum*	Berea, Ohio	1866	1864	Herman Herzer	Ger. M. E		2	200
231	The Children's Home*	Cincinnati, Ohio	1864	1864	Alexander Patterson	Non-sect	4	14	3,912
232	Cincinnati Orphan Asylum	Cincinnati, Ohio	1833	1832	Mrs. A. J. C. Wilson, matron	Non-sect		2	17,300
233	Class of Preservation, Convent of the Good Shepherd.	Cincinnati, Ohio		1857	Mother M. of St. Joseph David, superioress.	R. C		6	600
234	German General Protestant Orphan Asylum	Cincinnati, Ohio	1849	1850	Christian Jahres	Protestant			532
235	New Orphan Asylum for Colored Youth	Cincinnati, Ohio	1845	1844	Willis Felton	Non-sect	1	1	
236	St. Aloysius' Orphan Asylum*	Cincinnati, Ohio	1843	1839	Rev. Jerome Kilgenstein	R. C	3	20	1,000
237	Bethel Union*	Cleveland, Ohio			Lathrop Cooley	Non-sect	7	15	
238	Cleveland Protestant Orphan Asylum	Cleveland, Ohio	1853	1853	A. H. Shunk	Non-sect	1	2	c2,548
239	Jewish Orphan Asylum, I. O. B. B.	Cleveland, Ohio	1868	1868	Dr. Samuel Wolfenstein	Hebrew	4	6	571
240	St. Joseph's Orphan Asylum	Cleveland, Ohio	1863	1862	Miss M. Lc. Masson, superioress	R. C		15	
241	St. Mary's Orphan Asylum*	Cleveland, Ohio		1851	Miss M. Lc. Masson	R. C		27	1,277
242	St. Vincent's Male Orphan Asylum	Cleveland, Ohio (Monroe st.)	1854	1853	Mother St. Joseph	R. C	1	10	1,468
243	Franklin County Children's Home	Columbus, Ohio		1880	William F. Schatz, M. D		3	12	69
244	St. Joseph's Orphan Asylum*	Columbus, Ohio	0	1875	Rev. Joseph Jessing	R. C	4		120
245	St. Vincent's Orphan Asylum	Columbus, Ohio	1874	1875	Rev. J. C. Goldschmidt	R. C	2	12	318
246	Montgomery County Children's Home*	Dayton, Ohio		1867	Mary E. Mantz, matron	Non sect	1	12	858
247	St. Joseph's Orphan Home	Dayton, Ohio	1872	1849	Frank Fahrmeier	R. C	1	2	54
248	Ebenezer Orphan Asylum	Flat Rock, Ohio	1868	1866	J. E. Dreisbach	Ev. Asso	2	4	294
249	Children's Home of Butler County*	Hamilton, Ohio	1869	1869	Mrs. Thomas Moore	Non-sect	0	4	400
250	Children's Home of Lawrence County	Ironton, Ohio		1874	Della Tipton, matron	Baptist		1	

* From Report of Commissioner of Education for 1879. a Buildings destroyed by fire in 1880 and school suspended. b From 1865 to 1879. c Up to close of year 1878.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
251	Warren County Orphan Asylum and Children's Home.	Lebanon, Ohio	.....	1874	Henry J. Dunham	Non-sect.	1	9	200
252	Washington County Children's Home	Marietta, Ohio	1866	1867	S. D. Hart, M. D	Non-sect.	2	11	661
253	Fairmount Children's Home*	Mt. Union, Ohio	0	1876	Dr. J. F. Buck	Non-sect.	3	18	385
254	Home for Friendless Children	Mt. Vernon, Ohio	1876	1875	G. W. McWherter	Non-sect.	1	3	80
255	Scioto County Children's Home	Portsmouth, Ohio	1876	1877	R. Bell, secretary	Non-sect.	3	7	260
256	Clarke County Children's Home	Springfield, Ohio	1878	1878	N. M. McConkey	Non-sect.	2	10	130
257	Citizen Hospital and Orphan Asylum	Tiffin, Ohio	1869	1869	Rev. Joseph Lucis Bihn	R. C	5	15	*187
258	German Evangelical Lutheran Orphans' Asylum	Toledo, Ohio	1860	1860	Charles Beckel	Ev. Luth.	2	2	*322
259	Protestant Orphans' Home	Toledo, Ohio	1867	1867	Miss J. A. McConnell	Non-sect.	.....	2	598
260	Knoop Children's Home	Troy, Ohio	1878	1880	W. Barnes	Baptist	5	14	82
261	Ohio Soldiers' and Sailors' Orphans' Home	Xenia, Ohio	1870	1870	William L. Shaw	Non-sect.	28	63	1,612
262	McIntire Children's Home* a	Zanesville, Ohio	.....	1866	Mrs. Ann W. Ely, matron	Non-sect.	1	8	185
263	Children's Home (Ladies' Relief Society)*	Portland, Oreg	1871	1872	Mrs. Woods, matron	Non-sect.	.....	2	220
264	House of the Good Shepherd	Allegheny, Pa. (Troy Hill)	1879	1872	Mother Mary of St. Casimir, superior	R. C	.....	.....	320
265	Pittsburgh and Allegheny Home for the Friendless.*	Allegheny, Pa. (Ridge ave.)	.....	1861	Miss M. Spear, matron	Non-sect.	.....	10	1,272
266	Protestant Orphan Asylum of Pittsburgh and Allegheny.	Allegheny, Pa	1834	1832	Mrs. Northrop, matron	Non-sect.	.....	11	3,000
267	St. Joseph's Orphan Asylum	Allegheny, Pa. (Troy Hill)	1853	1853	Sister Mary Rosamunda	R. C	1	9	585
268	St. Paul's Orphan Home	Butler, Pa	1868	1867	Rev. T. F. Stauffer	Ref. Ch	3	4	.....
269	White Hall Soldiers' Orphan School	Camp Hill, Pa	1866	1866	J. Addison Moore, principal	Non-sect.	8	9	950
270	Chester Springs Soldiers' Orphan School	Chester Springs, Pa	1868	1868	Mrs. E. H. Moore	Non-sect.	8	13	758
271	Dayton Soldiers' Orphan School*	Dayton, Pa	1866	1866	Hugh McCandless	Non-sect.	6	8	801
272	Home for the Friendless	Erie, Pa	1871	1871	Miss Mary Myers, matron	Non-sect.	.....	5	805
273	Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church.*	Germantown, Pa	1860	1859	Charles F. Kuhnle	Lutheran	4	12	453
274	Pauline Home for Children	Germantown, Pa. (22d ward)	.....	.....	.....	.....	.....	.....	.....
275	Harford Soldiers' Orphan School	Harford, Pa	1865	1865	H. S. Sweet	Non-sect.	8	12	900
276	Home for the Friendless	Harrisburg, Pa	.....	1872	Mrs. S. A. Rea, matron	Non-sect.	.....	4	*130
277	Uniontown Soldiers' Orphan School	Jumonville, Pa	.....	1866	Rev. A. H. Waters	Non-sect.	9	9	680

277	Uniontown Soldiers' Orphan School	Uniontown, Pa	1866	1866	Rev. A. H. Waters	Non-sect	9	9	680

278	Home for Friendless Children of the City and County of Lancaster.	Lancaster, Pa	1860	1859	Mrs. E. Hamaker, matron	Non-sect	1	11	659
279	Fressler Orphans' Home	Loysville, Pa	1867	1867	Rev. P. Willard	Lutheran			
280	McAllisterville Soldiers' Orphan School*	McAllisterville, Pa	1864	1864	George F. McFarland	Non-sect	7	11	1,002
281	Mansfield Soldiers' Orphan School*	Mansfield, Pa		1867	V. R. Pratt		10	12	710
282	Mercer Soldiers' Orphan School	Mercer, Pa	0	1868	J. M. Sherwood, principal	Non-sect	5	16	769
283	Emaus Orphan House	Middletown, Pa	1828	1830	William A. Croll, principal	Lutheran	1		200
284	Aimwell School Association*	Philadelphia, Pa. (Cherry street near 10th).	1807	1796	Mary M. Leeds, secretary	Friends		3	
285	Baptist Orphanage	Philadelphia, Pa	1879	1880	Mrs. Margaret Halliday, matron	Baptist		3	26
286	Bethesda Children's Christian Home	Philadelphia, Pa. (Chestnut Hill).	0	1859	Miss Anna Clement	Non-sect		16	1,000
287	Burd Orphan Asylum of St. Stephen's Church	Philadelphia, Pa	1856	1862	Rev. Gideon J. Burton, A. M., warden	P. E	3	6	133
288	Church Home for Children	Philadelphia, Pa. (Angora Station).	1856	1856	Mrs. Cooke, matron	P. E	1	10	
289	The Educational Home*	Philadelphia, Pa. (cor. 49th street and Greenway ave.).	1871	1872	William S. R. Gow	P. E	9	28	
290	Foster Home Association	Philadelphia, Pa							
291	Girard College for Orphans	Philadelphia, Pa		1848	William H. Allen, president	Non-sect	20	35	2,559
292	Home for Destitute Colored Children	Philadelphia, Pa. (Woodland avenue).	1856	1855	Samuel A. Evans	Non-sect	1	6	600
293	Jewish Foster Home and Orphan Asylum	Philadelphia, Pa	1855	1855	Rev. N. Rusanowsky	Hebrew	3	7	
294	Lincoln Institution*	Philadelphia, Pa. (308 South 11th street).	1866	1866	William M. Hugg	P. E	6	16	345
295	Newsboys' Aid Society	Philadelphia, Pa	1879	1879	Lewis A. Hafley	Non-sect	1	2	106
296	Northern Home for Friendless Children	Philadelphia, Pa. (n. e. cor. 23d and Brown streets).	1854	1854	Amos G. Huber	Non-sect	5	15	*4, 776
297	Philadelphia Orphan Asylum	Philadelphia, Pa. (64th st. and Landsdowne ave.).	1815	1814	Mrs. M. Lodor, matron	Non-sect			b1, 100
298	Presbyterian Orphanage in the State of Pennsylvania.*	Philadelphia, Pa. (1319 South Broad street).	1877	1878	Mrs. Yerkes, matron	Presb	1	4	39
299	Soldiers' Orphan Institute	Philadelphia, Pa		1865	William Bogle	Non-sect	8	22	*918
300	Southern Home for Destitute Children	Philadelphia, Pa. (s. e. cor. 12th and Fitzwater sts.).	1850	1850	Mrs. J. E. Thompson, matron	Non-sect		4	
301	"The Shelter" for Colored Orphans	Philadelphia, Pa. (44th street and Haverford ave.).	1822	1819	Elizabeth C. Loury, secretary	Friends	1	3	
302	Union Temporary Home	Philadelphia, Pa. (n. e. cor. 16th and Poplar streets).	1857	1857		Non-sect			
303	Western Home for Poor Children	Philadelphia, Pa. (41st and Baring streets).	1857	1857		Non-sect			
304	Benevolent Association Home for Children*	Pottsville, Pa		1873	Mrs. A. Bigelow, matron	Non-sect	0	1	93
305	St. Catharine's Female Orphan Asylum	Reading, Pa	1864	1872	Sisters of Charity	R. C		5	110
306	Home for Friendless Women and Children	Scranton, Pa	1873	1871	Mrs. James Blair, president	Non-sect		8	361
307	St. Vincent's Orphan Asylum	Tacony, Pa	1856	1857	Sister Mary Regina	R. C	3	14	848
308	Emlen Institution*	Warminster P. O., Pa	1864	1857	Benjamin Hoopes	Non-sect			
309	Home for Friendless Children	Williamsport, Pa							
310	Allegheny County Home*	Woodville, Pa	1852	1854	D. C. Hultz	Non-sect	1	2	
311	Bethany Orphan Home*	Womelsdorf, Pa	1865	1862	Rev. D. B. Albright	Rf. Ch. U. S.			
312	Children's Home for Borough and County of York	York, Pa	1865	1865	Samuel Small, president	Non-sect	1	6	235

* From Report of the Commissioner of Education for 1879.

a Succeeded by "The John McIntire Children's Home," which was incorporated in 1880.

b Up to close of year 1878.

c Number of teachers only.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
313	Bristol Home for Destitute Children	Bristol, R. I	1867	1866	Miss Hannah Gartside, matron	Non-sect	.....	1	57
314	St. Mary's Orphanage	East Providence, R. I	1879	1878	Daniel I. Odell	P. E	1	3	.....
315	Children's Friend Society*	Providence, R. I. (47 Tobey street).	1836	1835	Miss Mary E. Baker, matron	Non-sect	.....	9	1,200
316	Providence Association for the Benefit of Colored Children.	Providence, R. I. (20 Olive street).	1846	1838	Miss Abbie Guild, matron	Non-sect	.....	3	*500
317	St. Aloysius Orphan Asylum	South Providence, R. I	1862	1862	Sister Mary Cecilia	R. C	0	14	1,180
318	Charleston Orphan House*	Charleston, S. C	1790	1790	Miss Agnes K. Irving	Non-sect	3	26	3,193
319	Holy Communion Church Institute	Charleston, S. C. (Broad st., cor. Court House Square).	1871	1867	John Gadsden	P. E	9	2	2,100
320	Thornwell Orphanage	Clinton, S. C	1873	1875	Rev. William P. Jacobs	Presb	2	2	41
321	Canfield Orphan Asylum	Memphis, Tenn	1866	1864	R. H. McCain, president	.....	.....	.....	a1,000
322	Church Orphans' Home	Memphis, Tenn	.....	1867	Sisters of St. Mary	P. E	0	5	.....
323	Nashville Protestant Orphan Asylum	Nashville, Tenn	1847	1845	Mrs. H. G. Scovel, secretary	Non-sect	1	2	.....
324	St. Mary's Orphan Asylum	Nashville, Tenn	0	1864	Sisters of St. Dominic	R. C	.....	4	*800
325	St. Joseph's Orphan Asylum	San Antonio, Tex	.....	.....	Mother St. Pierre, superior	R. C	.....	18	.....
326	Home for Destitute Children	Burlington, Vt	1865	1865	Mrs. L. A. Hickock	Non-sect	1	9	450
327	Providence Orphan Asylum	Burlington, Vt	1866	1854	Sister Catherine	R. C	.....	10	1,365
328	Fredericksburg Female Orphan Asylum*	Fredericksburg, Va	1834	1835	Mrs. L. C. Brent, first directress	Presb	.....	1	.....
329	Jackson Orphan Asylum*	Norfolk, Va	1856	1856	Mrs. M. Smith	P. E	0	2	36
330	Norfolk City Female Orphan Asylum*	Norfolk, Va	1805	.....	Mrs. M. F. Mallory, first directress	Non-sect	.....	2	321
331	St. Paul's Church Home	Petersburg, Va	1875	.....	Florence Pollock	P. E	.....	1	10
332	Portsmouth Orphan Asylum	Portsmouth, Va	1856	1856	R. W. Cridlin	Baptist	.....	3	.....
333	Richmond Male Orphan Asylum	Richmond, Va	1846	1846	Joseph R. Gill	Non-sect	2	1	*342
334	St. Joseph's Orphan Asylum*	Richmond, Va	1868	1834	Sisters of Charity	R. C	.....	14	278
335	St. Paul's Church Home	Richmond, Va	.....	1860	Mrs. M. C. Staite	P. E	.....	3	.....
336	St. Vincent's Roman Catholic Orphan Asylum*	Wheeling, W. Va	.....	1850	Sister Mary Basil	R. C	0	8	.....
337	St. Mary's Orphan Asylum	Elm Grove, Wis	.....	.....	Sister Mary Hypolite, directress	R. C	.....	.....	.....
338	Home for the Friendless	Fond du Lac, Wis	1874	.....	Miss Jones	Non-sect	.....	2	122
339	St. Joseph's Orphan Asylum	Fond du Lac, Wis	.....	1877	Sister Mary Agnes, superior	R. C	.....	.....	.....
340	Cadle Home and Hospital	Green Bay, Wis	1872	1874	Bishop J. H. Brown	P. E	1	4	500

340	Cadle Home and Hospital	Green Bay, Wis	1872	1874	Bishop J. H. Brown	P. E	1	4	500

341	St. Joseph's Orphan Asylum	Green Bay, Wis		1879	Sister M. Melanie, superior	R. C			
342	St. Michael's Male Orphan Asylum	La Crosse, Wis			Rev. Mother Maria Antonia, superior	R. C		5	
343	Milwaukee Orphans' Asylum	Milwaukee, Wis	1851	1850	Miss Maria P. Mason, matron	Non-sect	0	7	1,031
344	St. Joseph's Asylum*	Milwaukee, Wis	1860		Sister Camilla Keefe	R. C		4	
345	St. Rose's Orphan Asylum	Milwaukee, Wis	1856	1848	Sister Camilla Keefe	R. C		6	1,038
346	Taylor Orphan Asylum	Racine, Wis	1868	1872	Miss Amelia Piper, matron	Non-sect	1	9	90
347	St. Æmilian's Orphan Asylum*	St. Francis Station, Wis	1850	1851	Rev. A. Zeininger	R. C	5	14	644
348	St. Francis Female Orphan Asylum	Sparta, Wis			Rev. Mother Maria Antonia, superior	R. C			
349	German Protestant Orphan Asylum	Uniontown, D. C	1879	1879	Rev. Martin Kratt	Protestant	1	2	39
350	National Home for Destitute Colored Women and Children	Washington, D. C	1863	1863	Eliza Heacock	Non-sect	1	11	807
351	St. Joseph's Orphan Asylum	Washington, D. C	1855	1856	Sisters of the Holy Cross	R. C		12	
352	St. Vincent's Female Orphan Asylum	Washington, D. C	1828	1826	Sister Mary Blanche	R. C	0	14	3,000
353	Cherokee Orphan Asylum	Cherokee Nation, Ind. Ter	1871	1872	Rev. W. A. Duncan	Non-sect	3	7	*438
354	Chickasaw Orphan School	Chickasaw Nation, Ind. Ter							
355	St. Vincent's Asylum and Industrial Home	Santa Fé, N. Mex		1865	Sister Cephas	R. C			

*From Report of the Commissioner of Education for 1879.

aUp to close of year 1878.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
	1	10	11	12	13	14
1	Church Home for Orphan Boys	Under 12	12	Contributions and proceeds of annual bazaar.	Baking, dairy work, gardening, tailoring, &c.	Given an outfit of clothing and placed in suitable situations.
2	Church Home for Orphan Girls	Under 18	18	Contributions and proceeds of annual bazaar.	Domestic work, dairy work, housekeeping, and sewing.	Good situations, with wages, are found, and outfit of clothing provided.
3	Protestant Orphan Asylum	Under 14	No limit	Contributions, together with small legacy.	Gardening, housework, and sewing.	Provided with good homes in families or situations in stores.
4	Orphans' Home of the Synod of Alabama	4–12	16	Voluntary contributions	Housework and farming	Homes in good families are found.
5	Sacramento Protestant Orphan Asylum	Under 14		State appropriation, donations, rents, &c.		Adopted, indentured, put to service, or taken by friends.
6	Ladies' Protection and Relief Society a			Appropriation, church contributions, gifts, and income from inmates.	Housekeeping	Homes are found in the city and country, and the managers take an interest in the children.
7	Methodist Chinese Mission	No limit	No limit	By appropriation		
8	San Francisco Roman Catholic Female Orphan Asylum.*	6–16	14	State appropriation and contributions.	Dress making, sewing, &c.	Suitable situations are provided.
9	Woman's Union Mission to Chinese Women and Children.*	3–15	15	Voluntary contributions		Placed at service.
10	Female Orphan Asylum*	1–14	14	By charity	Domestic work, needlework, and music.	Procure them good situations.
11	St. Vincent's Male Orphan Asylum*	6–14	14	Partly by charity and State aid.	Kept at school	Sent to situations or adopted.
12	Good Templars' Home for Orphans	1–14	14	State appropriation, contributions, and members' dues.		Placed in good homes.
13	Pájaro Vale Orphan Asylum					
14	Bridgeport Protestant Orphan Asylum	3–12	12	Voluntary contributions	Household duties	Given an outfit of clothing and $50.
15	Hartford Orphan Asylum	Under 11	12	By endowment	Domestic work and farming.	Adopted or indentured.
16	Middlesex County Orphans' Home a	Boys under 21; girls under 18.	Boys 21; girls 18.	Voluntary contributions and board of children.	Household duties	Homes are found

17	Home for the Friendless*	Girls, no limit; boys, under 7.	Girls, no limit; boys 7.	Voluntary contributions		Situations provided.
18	New Haven Orphan Asylum*	2–10	12–14	Contributions and small fund	Domestic work	Situations provided.
19	St. Francis Orphan Asylum	2–12	Over 14	Contributions, and $1,300 from the school board, and $1,000 from the city of New Haven.	Housework and sewing	Adopted or placed in homes.
20	Home for Friendless and Destitute Children	2–14	14	By endowment and subscription	None	Apprenticed or placed at service.
21	Baptist Orphans' Home[b]	Under 14	Boys 14; girls 16.	Voluntary contributions	Housework, gardening, and shoemaking.	Good homes found.
22	Augusta Orphan Asylum	3	No limit	By endowment	General housework and sewing.	Bound to some useful trade.
23	St. Mary's Orphan Asylum	5–12	14–15	By contribution	Domestic work and sewing	Employment in families provided.
24	Columbus Female Orphan Asylum	1–7	18	By endowment	Cookery, general housework, and sewing.	Good homes are found.
25	Orphans' Home, North Georgia Conference	5–10	No limit	Contributions and proceeds of farm.	Domestic work and farming.	None.
26	Appleton Church Home	3–12	16–18	Endowment and subscriptions	General housework	Provided with good homes and given an outfit of clothing.
27	Orphans' Home, South Georgia Conference	2–15	No limit	Donations and proceeds of farm.	Domestic work and farming.	Good homes provided, where they are received as members of families.
28	Episcopal Orphans' Home*	4–12	18	Subscriptions	Domestic work and sewing	A good wardrobe and situations provided.
29	Union Society, Bethesda Orphan Home*	4–15	No limit	Subscriptions of members, income from rents, &c.	Farming and trades	
30	German Evangelical Lutheran Orphan Asylum.	1–14		Voluntary contributions	Farming and gardening and domestic work.	Boys are apprenticed and girls are placed as servants in good families.
31	Chicago Home for the Friendless*	No limit	No limit	Voluntary contributions	House duties, sewing, and knitting.	A good outfit; not sent out as servants.
32	Chicago Protestant Orphan Asylum	Under 12	No limit	Voluntary contributions		Provided with homes.
33	St. Joseph's Orphan Asylum*	3–12	12	Voluntary contributions	All domestic work	Good homes are provided.
34	Uhlich Orphan Asylum	2	About 14	Contributions, endowment, and board of half orphans.	None	Employment is found for them, and they are given the privilege of returning to the institution when in need of a home.
35	German Catholic Orphan Asylum	2–12		Church contributions and pay for half orphans.	Farming	Adopted or apprenticed.
36	Jacksonville Orphan Home*	Under 10	No limit	By charity	Housework	Good homes or situations.
37	Asylum of St. Casimir for Polish Children	1–15	15	Collections and contributions	Farming; a primary school education is also given.	None.
38	Illinois Soldiers' Orphans' Home	Under 14	14	State appropriation	Domestic work, sewing, farming, gardening, and care of horses.	Returned to friends or placed in homes.
39	Home for the Friendless	No limit	No limit	City appropriation and contributions.		Adopted or furnished with employment.
40	Woodland Home for Orphans and Friendless	Under 10		Voluntary contributions		Placed in families.
41	Asylum for Friendless Colored Children*	Under 12		Appropriation and contributions	General house duties	Educated and placed in good homes.

* From Report of the Commissioner of Education for 1879. [a] These statistics are for the year 1879. [b] Closed in June, 1880; statistics are for 1879.

TABLE XXII.—PART I.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
	1	10	11	12	13	14
42	German Protestant Orphan Asylum*	Under 14	14	County appropriation and the German Protestant Orphan Association.		Homes are found for them until after 18 years of age.
43	Indianapolis Orphans' Asylum*	Under 12	No limit	Contributions and county appropriation.	General housework and sewing.	Adopted or indentured; boys until 21, girls until 18.
44	Jeffersonville Orphan Asylum*	Under 12	15	County appropriation and public charity.		
45	Indiana Soldiers' Orphans' Home	6-15	15	State appropriation	None	Placed in good homes.
46	St. Joseph's Orphan Asylum*			Contributions, donations, board and tuition of children, proceeds of farm and garden.		
47	St. Joseph's Orphan Asylum and Manual Labor School.	During minority.	No limit	Contributions and proceeds of farm.	General housework, knitting, sewing, cookery, and laundry work.	Placed in good homes.
48	Home of the Friendless*			City appropriation and contributions.	General housework and sewing.	Adopted, placed at service, sent to other institutions, or returned to friends.
49	Wernle Orphans' Home	2-14	15	Voluntary contributions	Domestic duties, sewing, knitting, and farming.	Have the privilege of returning to the institution when in need of a home until they are 21.
50	St. Ann's Female Orphan Asylum	3-10	No limit	By charity	Domestic duties	None.
51	St. Vincent's Male Orphan Asylum*	3-10	12	Contributions from diocese of Vincennes.		
52	German and English Asylum for Orphans and Destitute Children.	2-12		Voluntary contributions	Domestic work and farming.	Given an outfit of clothing and the privilege of returning to the home in sickness or when out of work.
53	Soldiers' Orphans' Home and Home for Indigent Children	2-14	Boys, 15; girls, 16.	State appropriation	General domestic work, sewing, carpentry, farming, gardening, cookery, and laundry work.	Returned to parents or friends.

54	Home for the Friendless	No limit	.....	Appropriation and contributions.	Housework, sewing, and nursing.	Adopted or returned to guardians.
55	St. Thomas Orphan Asylum	3–10	13	Contributions and proceeds of farm.	Farming	They are to receive one year's schooling and $200 when of age.
56	Covington Protestant Children's Home	.....	.....	.....	.....	.....
57	St. John's Orphan Asylum*	1½–14	15	Contributions and endowment	General household duties	
58	Baptist Orphans' Home	Under 12	No limit	Voluntary contributions	Sewing and dressmaking	Good homes are found.
59	German Baptist Orphan Home	.....	Girls, 18	Donations	Housework and farming	
60	German Protestant Orphan Asylum	Under 12	14	By contributions	Gardening, housework, sewing, and knitting.	Apprenticed to trades, placed on farms, or provided with good homes.
61	Masonic Widows' and Orphans' Home	3–13	No limit	By the Masons of Kentucky	Chair bottoming and printing.	Returned to the lodges sending them or placed by direction of said lodge in some congenial home.
62	Orphanage of the Good Shepherd	6–10	18	Voluntary contributions	Engineering, farming, and printing.	Good homes or situations are provided.
63	St. Joseph's German Orphan Asylum	Under 12	12	Church collections	None	Placed at service.
64	St. Vincent's Orphan Asylum*	Under 10	No limit	Contributions	Domestic work and sewing.	
65	Kentucky Female Orphan School	14	No limit	Endowment and tuition fees	This institution is a graded normal school for orphan girls.	Positions as teachers secured.
66	Cleveland Orphans' Institution	4–12	18	By endowment	.....	.....
67	Asylum for Destitute Orphan Boys	4–14	15–17	Donations, legacies, &c	None	Placed in good homes.
68	Convent of the Good Shepherd*	.....	.....	Donations and labor of inmates	.....	.....
69	Jewish Widows' and Orphans' Home*	No limit	No limit	Members' dues, voluntary contributions, and city appropriations.	None	Good homes secured.
70	Louisiana Asylum	1–10	18	Public charity	Household duties and sewing.	
71	Mt. Carmel Female Orphan Asylum	5–14	18	Contributions	Laundry work and sewing.	
72	Peydras Female Orphan Asylum*	Under 15	18	Rent of property	Household duties and sewing.	Given clothing and secured a good situation.
73	The Protestant Orphans' Home*	Under 14	Boys, 14; girls, 18.	Contributions	.....	Homes or occupation provided.
74	St. Joseph's German Orphan Asylum*	2–12	Boys, 14; girls, 16.	City appropriation and voluntary contributions.	.....	Placed at service or at trades.
75	Children's Home	Boys, 2–8; girls, 2–12.	No limit	State appropriation, contributions, and endowment.	Domestic work and sewing.	Furnished with suitable clothing.
76	Bath Military and Naval Orphan Asylum*	Under 12	.....	Appropriation and endowment	Needlework, housework, and gardening.	
77	Asylum of Our Lady of Lourdes	3–18	No limit	Voluntary contributions	None	None.
78	Female Orphan Asylum of Portland	1–10	.....	Annual subscriptions, donations, and invested funds.	Housework, knitting, and sewing.	Adopted or bound out to service.
79	Baltimore Orphan Asylum*	4–9	12–18	By subscriptions	Household duties, sewing, and knitting.	Placed in families or at trades.
80	Boys' Home	9–18	21	Contributions and labor of inmates.	None at the home; boys work at different trades or in professions for various persons in the city.	None.

*From Report of the Commissioner of Education for 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
	1	10	11	12	13	14
81	Christ Church Asylum*	5–9	18	Contributions and subscriptions	Sewing	An outfit of clothing and a home.
82	General German Orphan Asylum	3–16	Boys, 14; girls, 16.	Donations and members' dues		Board of trustees has control until of age.
83	Hebrew Orphan Asylum of Baltimore	4–11	14–15	By contributions	Various useful handicrafts	
84	Home of the Friendless*	No limit		Appropriation, endowment, and subscriptions.	Cookery and needlework	
85	House of the Good Shepherd	3	No limit	By labor of inmates	All kinds of needlework	Good homes are found.
86	St. James' Home for Boys	12–18	21	Board of inmates and donations	Boys learn a trade in the city.	Savings are put in savings bank.
87	St. Mary's Female Orphaline School*	7–14		Voluntary contributions and endowment.	Domestic work and sewing	
88	St. Vincent's Male Orphan Asylum*	5–14	14	Charitable donations	None	Placed in good families.
89	Baltimore Manual Labor School for Indigent Boys.	8–16	21	Contributions and endowment	Farming	
90	Home for Friendless Children of the Diocese of Easton.	3–8	18	Appropriations and contributions.	Housework, cookery, laundry work, and sewing.	Good homes are secured for them and they are given $50.
91	Protestant Episcopal Orphan Asylum*	2–7	18	By endowment	General house duties and sewing.	Placed in homes.
92	Baldwin Place Home for Little Wanderers.	No limit	No limit	Voluntary contributions	Educated in the school connected with the Home.	Adopted into families.
93	Boffin's Bower			Donations, proceeds of fair, &c		Situations are found.
94	Boston Asylum and Farm School for Indigent Boys.*	8–12	13–18	Donations, board of boys, and interest on permanent fund.		Placed in homes or returned to friends.
95	Boston Female Asylum*	3–10	12–14	By endowment	Housework and sewing	Indentured; receive board and clothing and $50 when 18 years old.
96	Children's Friend Society	1½–12	18	By donations	Sewing and embroidery	
97	Children's Mission to the Children of the Destitute in the City of Boston.	5–15		Contributions, donations, and endowment.	Sewing and housework	Permanent homes are found and continued oversight is given them.

98	Church Home for Orphan and Destitute Children.*	Boys, 4–6; girls, 4–8.	No limit	Subscriptions and endowment	Housework	Placed in homes or returned to friends.
99	House of the Angel Guardian	3–15	15	Contributions and board of inmates.	Baking, shoemaking, and tailoring.	Placed in good families.
100	Dr. Martin Luther Orphans' Home	4–14	No limit	Contributions and proceeds of farm.		Places are found where they are under Christian influence.
101	St. Vincent's Orphan Asylum	3	No limit		General domestic work	Placed in good homes or returned to friends.
102	Haverhill Children's Aid Society	Under 12		Collections, subscriptions, and endowment.		Placed in homes.
103	House of Providence*	Under 16	Girls, 18; boys, 16.	Contributions	Needlework	Homes or employment secured.
104	Protectory of Mary Immaculate*	2	Boys, 12; girls, no limit.	Contributions, proceeds from fairs, and industry of inmates.	General domestic duties and needlework.	Good homes found.
105	Children's Aid Society*	4–13	14	By contributions	General housework, sewing, and knitting.	Placed in homes.
106	New Bedford Orphan's Home	1½–9	10–12	Annual contributions, endowment, &c.	Housework and sewing	Good homes in the country are found.
107	Newton Home for Orphan and Destitute Girls.	5–12	17	Private charity and donations	Housework, knitting, and sewing.	
108	Massachusetts State Primary School*	Under 16	16	State appropriation	Baking, dressmaking, farming, tailoring, and shoemaking.	Provided with good clothing and homes or returned to friends.
109	City Orphan Asylum	2–10	Boys, 13; girls, no limit.	Contributions and industry of inmates.	Housework and needlework	Placed at trades or in good homes.
110	Seamen's Orphan and Children's Friend Society.	1½–14	Boys, 17; girls, no limit.	Voluntary contributions	Housework and needlework	None.
111	Children's Home	Boys under 8; girls, no limit.	Boys, 8	Contributions and income from fund.	None	Homes found or returned to friends.
112	Orphans' Home (Children's Friend Society)	2–10	No limit	Voluntary contributions	Domestic work	Adopted or placed in homes.
113	State Public School	3–12	16	State appropriations	General housework, farming, knitting, sewing, and shoemaking.	Placed in homes.
114	Home for the Friendless	2–12	Boys, 10; girls, 13.	Voluntary contributions	None	Homes are found for them.
115	Ladies' Protestant Orphan Asylum	2–12		Donations, subscriptions, and interest on fund.	General housework and sewing.	Adopted or indentured.
116	St. Vincent's Female Orphan Asylum	3–14	16	Contributions and proceeds of annual fair.	Domestic work, embroidery, knitting, and sewing.	Situations found.
117	St. Vincent's Male Orphan Asylum	5–12				Homes are found.
118	Home for the Friendless	No limit	No limit	Private charity		Provided with homes.
119	Jackson Home for the Friendless, and Industrial School.*	Under 8	Boys, at 8	Contributions and members' fees	Housework and sewing	Provided with homes in families.
120	Children's Home	2–12	No limit	Private donations	None	None.
121	St. Mary's Orphan Asylum*	5		By charity	Housework, knitting, and sewing.	Given good homes.

* From Report of the Commissioner of Education for 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
	1	10	11	12	13	14
122	St. Paul Protestant Orphan Asylum*	2–14	No limit	Subscriptions	Gardening, housework, and sewing.	Adopted or taken by friends.
123	D'Evereux Hall	5–11	12–15	Contributions and labor of inmates.	Farming and market gardening.	Placed with good families.
124	St. Mary's Orphan Asylum	3–8	15	Bequests and donations	General domestic work	Good homes are found.
125	Female Orphan School* a			Endowment and patronage		
126	Evangelical Lutheran Orphans' Home and Asylum.*	Under 16		Donations	Farming, housework, knitting, and sewing.	Adopted, sent to service, or returned to friends.
127	Catholic Protectorate of St. Louis	12–15	No limit	Voluntary contributions	Farming	
128	Home of the Friendless	Boys, under 10; girls, no limit.	No limit	By contributions	Household duties and sewing.	Placed in good homes and given two suits of clothes.
129	Episcopal Orphans' Home	Under 12	Boys, 12; girls, 18.	Appropriation and contributions	Domestic work and sewing	Placed in homes or situations.
130	German St. Vincent's Orphan Asylum	Under 10	14–16	Church collections, members' fees, &c.	Housework, knitting, sewing, and drawing.	Given to families for further education.
131	House of the Good Shepherd*	3	No limit	Contributions and labor of inmates.	Chair caning, sewing, and laundry work.	
132	Mission Free School*	3–12		By the Church of the Messiah		Returned to parents or put in homes.
133	St. Bridget's Half-Orphan Asylum	6–12	16–17	Contributions	Sewing, &c	Given two suits of clothing when possible.
134	St. Joseph's Convent of Mercy	10	No limit	Contributions, industry of inmates, and pay of hospital patients.	General housework and sewing.	Good situations found.
135	St. Joseph's Male Orphan Asylum	5–12	12	Contributions	Shoemaking	
136	St. Mary's Female Orphan Asylum*	5–11	13–14	Church collections, contributions, and labor of inmates.	Domestic work, sewing, dressmaking, and knitting.	Adopted, returned to friends, sent to St. Philomena's Industrial School, or placed at service.
137	Central Wesleyan Orphan Asylum*	3–15	Boys, 16; girls, 18.	Contributions	Farming	Girls placed at service in families, boys with farmers or mechanics.

138	St. Louis Protestant Orphan Asylum*	Under 12	Boys, 12; girls, no limit.	By endowment	None	Adopted or indentured.
139	State Orphans' Home*	Under 14	18	State appropriation	None	Adopted or indentured.
140	Orphans' Home	1–10	Boys, 12; girls, 18.	Contributions and endowment	Gardening, housework, and sewing.	Good situations found.
141	New Hampshire Orphans' Home	2–16	18	Voluntary contributions	Farming and housework	Adopted into families.
142	Children's Home	4–14	16	Contributions and board of inmates.	None	Placed in families.
143	Camden Home for Friendless Children*	3–12	12	Voluntary contributions	None	Indentured until of age.
144	West Jersey Orphanage for Destitute Colored Children.	3–12	12	By contributions	Farming and general housework.	Indentured and given two suits of clothing; $25 to be given at the age of 18 to 21.
145	Children's Friend Society	4–10	12	Voluntary subscriptions	Sewing	None.
146	St. Mary's Female Orphan Asylum*	2–14	17	By St. Mary's Parish	Domestic work and sewing	Placed at service or returned to friends.
147	Union Association of the Children's Home of Burlington County.	2–12	12	Voluntary contributions		
148	Home for the Friendless*	No limit	No limit	Voluntary contributions	Domestic duties and sewing.	Boys placed on farms and receive $100 when 21; girls receive board and clothing when 18.
149	Newark Orphan Asylum b	2–10	12	Appropriation, contributions, and endowment.	Housework and sewing	Adopted, placed in homes, or returned to friends.
150	St. Peter's Asylum*	2–12	Boys, 18; girls, 12.	Contributions and donations		Placed in families.
151	Orange Orphan Home	2–10	12	Contributions, donations, and board of children.	None	Homes found in good families.
152	Paterson Orphan Asylum Association*	3–10	No limit	Contributions	Housework and gardening.	Given homes in families or placed at trades.
153	St. Joseph's Orphan Asylum*	2–10	No limit	Voluntary contributions	Needlework	Placed at service or at trades.
154	St. Mary's Orphan Asylum	2–12	No limit	Contributions and pension	Farming and sewing	
155	Albany Orphan Asylum	3–14	14	Contributions and endowment	Housework and gardening.	Adopted, returned to friends, or indentured to farmers.
156	Orphans' Home of St. Peter's Church	Under 13	16	By contributions	Housework and sewing	Adopted or placed at service, and provided with suitable clothing.
157	St. Vincent's Male Orphan Asylum	3–12	14	County appropriation	Farming and gardening	
158	Cayuga Asylum for Destitute Children	2–12	No limit	Appropriations and contributions.	Domestic work, sewing, and gardening.	
159	Susquehanna Valley Home	2–14	16	County appropriation	Domestic work, sewing, farming, and shoe mending.	Homes provided or children indentured.
160	Brooklyn Howard Colored Orphan Asylum	2–10		Public charity	House duties	Indentured.
161	Brooklyn Union for Christian Work	7–20	No limit	Voluntary contributions	Sewing to girls	Suitable employment found.
162	Home for Destitute Children	Boys, under 10.		Proceeds of fair, donations, interest on investments, subscriptions, &c.	Sewing	Adopted or placed at service.
163	House of the Good Shepherd			By industry of inmates	Sewing and embroidery	Placed at service or returned to friends.

* From Report of the Commissioner of Education for 1879.

a The object of this school is to educate orphan girls as teachers.

b The Newark Orphan Asylum Association has four auxiliary societies: at Newark, New Brunswick, Bloomfield, and Morristown.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
	1	10	11	12	13	14
164	Orphan Asylum Society of the City of Brooklyn.	3–11	12	Appropriation, contributions, and excise license fees.	Domestic work, sewing, &c	Homes found.
165	Orphans' Home, Church of the Holy Trinity.	2–12	14	By charity		Placed in homes or returned to friends.
166	Orphans' House on the Church Charity Foundation of Long Island.	5–10	14	City appropriation and contributions.	Domestic work, basket making, sewing, and printing.	Indentured to trades or service until 18, or returned to friends.
167	St. John's Home	2–14	14	Appropriation and contributions.	Baking, carpentry, and engineering.	Provided with situations.
168	St. Joseph's Female Orphan Asylum	2–14		Voluntary contributions, bequests, &c.	Domestic duties and sewing.	Transferred to industrial school; some provided with situations.
169	Asylum of Our Lady of Refuge					
170	Buffalo Orphan Asylum*	Under 12	14	Board of children, contributions, and endowment.	General housework, knitting, and sewing.	Placed in homes.
171	Evangelical Lutheran St. John's Orphans' Home.	2–12	16–18	Appropriation, contributions, and proceeds of farm.	Farming, housework, knitting, and sewing.	Privilege of returning to the home when sick or out of employment.
172	German Roman Catholic Orphan Asylum*	2–14	No limit	County appropriations, contributions, proceeds of fairs, &c.	Chair caning, sewing, knitting, and needlework.	Placed in good families; bonds of $500 required as guarantee.
173	St. Vincent's Female Orphan Asylum	5–13	16	Appropriation, collections, &c	Sewing	Placed in good homes.
174	Ontario Orphan Asylum*	Under 13	13	Contributions and board of pauper children.	Gardening, housework, and sewing.	Homes found or returned to county house.
175	St. Mary's Orphan Asylum	3–15		By labor of inmates		
176	Orphan House of the Holy Saviour*	Boys, 2–7; girls, 2–12.	Boys, 12; girls, 14.	Contributions and board of children.	Dressmaking, housework, and gardening.	Good homes carefully sought for them.
177	St. Mary's Orphan Asylum and School*	3–16		Contributions and county tax	General housework, knitting, sewing, &c.	Provided with homes or returned to parents.
178	St. Malachy's Home	3–10	14	County appropriation, contributions, and board of children.	Housework and sewing	Placed in homes.
179	Southern Tier Orphans' Home	No limit	16	Voluntary contributions	Housework and gardening.	Given suitable clothing and provided with situations.
180	Hudson Orphan and Relief Association	Under 14	14	Donations, endowment, &c	None	Indentured.

180	Hudson Orphan and Relief Association	Under 14	14	Donations, endowment, &c	None	Indentured.

181	Wartburg Orphans' Farm School of the Evangelical Lutheran Church.	6–10	17	Voluntary contributions	General domestic work, sewing, farming, gardening, and printing.	If deserving, the privilege of returning to the home when sick or out of employment.
182	Home for the Friendless*	Boys, 2–10; girls, 2–14.	Boys, 10; girls, 14.	Voluntary contributions	None	Placed in homes.
183	Colored Orphan Asylum	2–10	12	Board of inmates, contributions, and endowment.	Housework, sewing, and gardening.	Sent to friends, indentured, or placed at service
184	Hebrew Orphan Asylum	4–14	15–18	State appropriation and subscriptions.	Printing and shoemaking	Suitable situations are found.
185	Home for the Friendless, American Female Guardian Society.	Boys, 2–10; girls, 2.	No limit	Appropriation and contributions	None	Apprenticed or adopted into good families and regularly visited by officers of the home.
186	Hospital of New York Society for the Relief of the Ruptured and Crippled.	4–14	No limit	Appropriation, contributions, and board of hospital patients.	Housework, sewing, and manufacture of surgical appliances.	When restored to health are assisted in supporting themselves, or sent to orphan asylums.
187	Howard Mission and Home for Little Wanderers.	2 and over	No limit	Voluntary contributions	Sewing	Placed in good Christian homes.
188	Institution of Mercy*	2	No limit	Appropriations, donations, and labor of inmates.	Laundry work and sewing.	Placed in good homes, clothed, and privilege of returning.
189	Ladies' Deborah Nursery and Child's Protectory.*			Contributions and city tax	Sewing	Boys placed at trades.
190	Ladies' Home Missionary Society (Five Points Mission).*			Appropriation and contributions.		
191	Leake and Watts' Orphan House	3–12	14	Endowment	General household duties.	Indentured to trades or returned to friends.
192	New York Juvenile Asylum	7–14	No limit	City appropriation and contributions.	Sewing, shoemaking, tailoring, and band music.	Placed in homes or returned to friends.
193	New York Society for the Prevention of Cruelty to Children.	Under 16	No limit	Contributions, donations, and members' dues.	None	
194	Orphan Asylum Society of the City of New York.	2–10	12	Endowment	None	Returned to friends
195	Orphans' Home and Asylum of the Protestant Episcopal Church.	3–8	12–14	Contributions and endowment	Household duties and sewing.	Homes are found.
196	Roman Catholic Orphan Asylum	4–9	No limit	Charitable contributions	Housework and sewing	Returned to friends or placed in homes.
197	Roman Catholic Orphan Asylum	5–9	No limit	Charitable contributions	Housework and sewing	Returned to friends or placed in homes.
198	Roman Catholic Orphan Asylum	4–9	No limit	Charitable contributions		Returned to friends or sent to Peekskill Asylum.
199	St. Barnabas House	4–12	No limit	Voluntary contributions	Household duties	Situations in Christian families are found.
200	St. Joseph's Asylum in the City of New York.*	3	Boys, 13; girls, 16.	Appropriations, contributions, endowment, and subscriptions.	Knitting, sewing, &c	Apprenticed, or placed at service, and have the privilege of returning to the asylum when out of work.
201	St. Stephen's Home for Children*	3–11	13	Voluntary contributions	Domestic work and use of sewing machine.	Good homes are found.
202	St. Vincent de Paul Orphan Asylum*	4–10	Boys, 12; girls, 18.	Charitable contributions	General housework and use of sewing machine.	Situations found.

* From Report of the Commissioner of Education for 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
	1	10	11	12	13	14
203	The Sheltering Arms	4–10	13–14	Contributions, board of inmates, endowment, and appropriations from excise fund.	General housework and sewing.	Returned to friends.
204	The Society for the Relief of Half-Orphan and Destitute Children.	4–12	12–14	Voluntary contributions		
205	Oswego Orphan Asylum			Appropriations, contributions, interest on fund, &c.		Homes are provided.
206	Roman Catholic Orphan Asylum*	10–14	14		Domestic work, farming, shoemaking, and tailoring.	Placed at service.
207	Children's Home	2–16	16	County appropriation		Bound out, returned to friends, or sent to other institutions.
208	Home for the Friendless of Northern New York.	Boys, under 12; girls, no limit.	No limit	Appropriations and contributions.	General household duties.	
209	Poughkeepsie Orphan House and Home for the Friendless.	2–10	12	Appropriation, contributions, and endowment.		
210	Western New York Home for Homeless and Dependent Children. c					
211	St. Margaret's Home*	3–12	14	By bequest	Sewing and laundry work.	Suitable clothing for service.
212	Church Home of the Protestant Episcopal Church.	Under 15	No limit	Board of inmates, donations, and subscriptions.	Gardening, housework, knitting, sewing, &c.	
213	Rochester Orphan Asylum	Under 12	No limit	City and county appropriation and contributions.	Household duties	Adopted into families.
214	St. Joseph's German Orphan Asylum*	Under 13	13–14		Domestic work, knitting, sewing, embroidery, &c.	
215	St. Mary's Orphan Boys' Asylum*	3–14		Contributions, &c		Placed at trades.
216	St. Patrick's Female Orphan Asylum*	1–14		Contributions, donations, &c	Housework, sewing, &c	Adopted or returned to friends.
217	Onondaga County Orphan Asylum	2–12	14	Appropriations and endowment	Housework and sewing	Returned to friends or placed in good homes.
218	St. Vincent de Paul's Asylum and School	2–14		City and county contributions, &c.	Domestic work, knitting, and sewing.	Situations and homes are found.

218	St. Vincent de Paul's Asylum and School	2–14	.....	City and county contributions, &c.	Domestic work, knitting, and sewing.	Situations and homes are found.
219	St. Vincent's Female Orphan Asylum	3–12	No limit ...	City and county appropriation	General domestic work, dressmaking, and sewing.	Placed in situations or good homes.
220	Troy Catholic Male Orphan Asylum	2–14	16	Appropriation and contributions	Light housework	Homes in good families are found for them, and they are visited semiannually until old enough to care for themselves.
221	Troy Orphan Asylum.....	3–10	12	Appropriation, contributions, &c.	None	Placed in good homes or returned to friends.
222	House of the Good Shepherd.....	Under 18 ..	No limit	Appropriation, contributions, and endowment.	General domestic work and gardening.	Placed in homes or at trades.
223	Utica Orphan Asylum	2–14	14	By endowment	Housework and farming ..	Returned to friends or placed in homes.
224	Thomas Asylum for Orphan and Destitute Indian Children.	3–16	16	State appropriation	House duties, sewing, fancy work, broom making, and farming.	Some placed at service in families.
225	Jefferson County Orphan Asylum*.....	2–16	16	County appropriation and endowment.	None	None.
226	Society for Relief of Destitute Children of Seamen.*	2–10	14	Contributions and endowment..	Gardening, housework, and sewing.	Placed at service or returned to friends.
227	Orphan Asylum	8–12	14–16	By contributions.....	.....	Adopted or placed in situations.
228	St. James' Home	No limit	No limit	By contributions	Sewing	None.
229	Belmont County Children's Home ...	.....	.....	.....	.....	.....
230	German Methodist Orphan Asylum*.....	Under 13....	Boys, 15; girls, 18.	Church contributions.....	Domestic work, knitting, sewing, &c.	Placed in good homes.
231	The Children's Home*	Under 16....	No limit	Contributions	None	Placed in homes.
232	Cincinnati Orphan Asylum	1–13	No limit	Contributions and endowment ..	Housework, knitting, and sewing.	Adopted or indentured.
233	Class of Preservation, Convent of the Good Shepherd.	5–15	16–18	Labor of inmates.....	House and laundry work, sewing and fancy work.	Given entire outfit of clothing and secured good situations.
234	German General Protestant Orphan Asylum.	2–12	14	Donations and proceeds of festivals.	Housework, knitting, sewing.	Bound out to responsible parties.
235	New Orphan Asylum for Colored Youth..	Under 16	18	By donations.....	None	None.
236	St. Aloysius' Orphan Asylum*	1–13	13–18	Voluntary contributions	General domestic work, sewing, tailoring, farming, shoemaking, and baking.	Placed at trades.
237	Bethel Union*	.....	.....	Contributions and income from property.	.....	
238	Cleveland Protestant Orphan Asylum	Under 10....	.....	Contributions and endowment ..	.....	Adopted into good families.
239	Jewish Orphan Asylum, I. O. B. B.....	5–12	14–15	Donations and members' dues ..	Gardening and shoemaking	Homes secured.
240	St. Joseph's Orphan Asylum	3–7	10	Charitable contributions and industry of inmates.	Plain sewing	Sent to St. Mary's for further education.
241	St. Mary's Orphan Asylum*..... ..	5–15	17	Annual fair and labor of inmates.	Household duties and needlework.	Situations found for them.
242	St. Vincent's Male Orphan Asylum	3–11	14	Collections and contributions ..	.....	Returned to friends or placed in families.

* From Report of the Commissioner of Education for 1879.

a Buildings destroyed by fire in 1880 and school suspended.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
	1	10	11	12	13	14
243	Franklin County Children's Home	Under 16		Taxation	General housework, gardening, knitting, and sewing.	Indentured.
244	St. Joseph's Orphan Asylum*	4–14	21	Self supporting	Type setting and printing	
245	St. Vincent's Orphan Asylum	2–12	No limit	Voluntary contributions	Gardening, shoemaking, and tailoring.	Placed in good families.
246	Montgomery County Children's Home*	Under 14	16	Appropriations by State and county.	Household duties and sewing.	Homes found for them.
247	St. Joseph's Orphan Home	1–18	18	Members' dues and proceeds of festivals.		None.
248	Ebenezer Orphan Asylum	2–10	16	Contributions, endowment, and proceeds of farm.	Farming, housework, and sewing.	Employment is found.
249	Children's Home of Butler County*	2–14	2–15	Contributions and county appropriation.	General housework and sewing.	Educated and well cared for; boys receiving $200 when of age; girls, $150.
250	Children's Home of Lawrence County	2–16	16	Appropriation	Knitting and sewing	Good homes found or trades given.
251	Warren County Orphan Asylum and Children's Home.	Under 16	16	County tax and endowment	None	None.
252	Washington County Children's Home	Under 16	16	By taxation	General housework and farming.	Adopted or indentured.
253	Fairmount Children's Home*	Under 16	No limit	Appropriations	House duties and farming.	Indentured or adopted.
254	Home for Friendless Children	1–12	No limit	By charity		Adopted into families.
255	Scioto County Children's Home	2–16	16	County taxation	Domestic work and gardening.	Given an outfit of clothing.
256	Clarke County Children's Home	Under 16	16	County taxation	Gardening and farm work.	
257	Citizen Hospital and Orphan Asylum	2–14	18	Labor of inmates	Housework and farming	Clothing and money given.
258	German Evangelical Lutheran Orphans' Asylum.	2–14	14–18	Members' dues, contributions, and proceeds of farm.	Housework and farming	Clothing given and employment provided.
259	Protestant Orphans' Home	No limit		By subscriptions	General housework	Adopted or returned to friends.
260	Knoop Children's Home	Under 16		By taxation	Farming, housework, and sewing.	General oversight is given.

260	Knoop Children's Home	Under 16		By taxation	Farming, housework, and sewing.	General oversight is given.
261	Ohio Soldiers' and Sailors' Orphans' Home	3–15		State appropriation	Domestic work, dressmaking, carpentry, farming, gardening, plumbing, tinning, printing, shoemaking, tailoring, telegraphy, engineering, and wood carving.	Homes are found.
262	McIntire Children's Home[a]	3–12	No limit	By endowment	None	Indentured until of age.
263	Children's Home (Ladies' Relief Society)*	Under 12	Boys, 12	Contributions	None	Adopted or taken by parents.
264	House of the Good Shepherd	3	No limit	Charity and labor of inmates	House and laundry work, tailoring, &c.	An outfit is given.
265	Pittsburgh and Allegheny Home for the Friendless.*	Boys, under 8; girls, under 13.		Contributions, endowment, and board of inmates.		
266	Protestant Orphan Asylum of Pittsburgh and Allegheny.	Under 12	No limit	Endowment and contributions	House duties, laundry work, and sewing.	Given to friends or indentured.
267	St. Joseph's Orphan Asylum	Under 12	Boys, 12; girls, 18.	Board of children, collections, and donations.	Housework, knitting, and sewing.	Placed in homes or returned to friends.
268	St. Paul's Orphan Home	4–16	No limit	Charitable contributions	Farming, gardening, housework, printing, and shoemaking.	Business callings found, homes or trades provided.
269	White Hall Soldiers' Orphan School	5–16	16	State appropriation	Farming, gardening, and housework.	Sent to friends.
270	Chester Springs Soldiers' Orphan School	3–16	16	State appropriation	Farming and housework	Returned to friends.
271	Dayton Soldiers' Orphan School*	3–16	16	Appropriations	Domestic work, sewing, knitting, farming, gardening, and shoemaking.	None.
272	Home for the Friendless	2–14	Boys, 15; girls, 18.	Voluntary contributions	General housework	Employment or permanent homes provided.
273	Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church.*	3–10		Contributions	General housework and cane seating.	They receive two suits of clothes; the boys when of age receive also $100.
274	Pauline Home for Children			Voluntary contributions and weekly allowance from guardians of the poor.		
275	Harford Soldiers' Orphan School	6–16	16	State appropriation	Farming and housework	None.
276	Home for the Friendless	4–14	18	Voluntary contributions	General housework	Adopted or bound out.
277	Uniontown Soldiers' Orphan School	Under 16	16	State appropriation	Blacksmithing, domestic work, sewing, knitting, and shoemaking.	
278	Home for Friendless Children of the City and County of Lancaster.	4–12		State appropriation		Indentured according to law.
279	Fressler Orphans' Home				Farming and housework	
280	McAllisterville Soldiers' Orphan School*	Under 16	16	State appropriation	Farming, gardening, housework, sewing, and shoemaking.	Given the supervisory care of the institution.
281	Mansfield Soldiers' Orphan School*	7–16	16	Appropriations	Farming, housework, and sewing.	Homes provided.

* From Report of the Commissioner of Education for 1879.

a Succeeded by "The John McIntire Children's Home," which was incorporated in 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
	1	10	11	12	13	14
282	Mercer Soldiers' Orphan School	5–16	16	State appropriation	Farming, gardening, general housework, and sewing.	
283	Emaus Orphan House	5–12	15	By endowment	Domestic economy and horticulture.	Good situations secured.
284	Aimwell School Association*		No limit	Endowment	Sewing	None.
285	Baptist Orphanage	3–10	No limit	Contributions, legacies, &c	General housework, sewing, &c.	None.
286	Bethesda Children's Christian Home	2–10	No limit	Voluntary contributions	General house duties	Suitable employment or homes secured.
287	Burd Orphan Asylum of St. Stephen's Church.	4–8	18	Endowment	Embroidery, housework, and sewing.	Given an outfit of clothing, $50, and a trade or profession.
288	Church Home for Children	3–9	18	Appropriation, contributions, and endowment.	None	Outfit of clothing and situation provided.
289	The Educational Home*	3–11	13	State appropriation and board of children.	None	Transferred to Lincoln Institution, where they board, and situations are found for them.
290	Foster Home Association	Boys, 3–6; girls, 3.	Boys, 12; girls, 16.			Endeavor to find homes.
291	Girard College for Orphans	6–10	14–18	By endowment	Baking, carpentry, gardening, and shoemaking.	Given an outfit of clothing worth $50 and indentured to trades.
292	Home for Destitute Colored Children	3–12	No limit	Contributions and endowment	None	Indentured until 18 years of age.
293	Jewish Foster Home and Orphan Asylum	4–10	14	Appropriation, contributions, and endowment.		
294	Lincoln Institution*	Under 9	No limit	State appropriation, contributions, and labor of inmates.	Trades and other employments.	Provided with situations.
295	Newsboys' Aid Society	Under 16	No limit	Contributions and "lodge money" of the boys.	None	Effort is made to secure homes or trades for them.
296	Northern Home for Friendless Children	3–12	No limit	By contributions		Indentured.
297	Philadelphia Orphan Asylum	Boys, under 6; girls, under 8.	Boys, 12; girls, 12–14.	Donations, endowment, and subscriptions.	Farming, knitting, and sewing.	Bound for a term of years with privilege to learn a trade.

298	Presbyterian Orphanage in the State of Pennsylvania.*	3–8		Annual subscriptions	None	Adopted, indentured, or transferred to Girard College.
299	Soldiers' Orphan Institute	Under 16	16	State appropriation	Baking and general housework.	Given an outfit of clothing.
300	Southern Home for Destitute Children	2–10	No limit	Contributions and legacy	None	
301	"The Shelter" for Colored Orphans	1¼–8	10	Contributions and legacies		Placed in families to be trained to usefulness; boys, until 19; girls, until 18.
302	Union Temporary Home	Boys, 3–8; girls, 3–12.		Endowment, subscriptions, and board of inmates.		
303	Western Home for Poor Children	Under 12		Contributions and interest on endowment.		Indentured or returned to friends.
304	Benevolent Association Home for Children*	4–12	No limit	Voluntary contributions	None	Indentured.
305	St. Catharine's Female Orphan Asylum	2	14	Voluntary contributions	General housework and sewing.	Comfortable homes provided.
306	Home for Friendless Women and Children	Under 16	No limit	Voluntary contributions		Indentured or provided with good homes.
307	St. Vincent's Orphan Asylum	1–12	Boys, 12; girls, 18.	Contributions	Housework and sewing	Indentured or returned to friends.
308	Emlen Institution*					
309	Home for Friendless Children					
310	Allegheny County Home*	No limit		County tax	None	Indentured and furnished with two suits of clothing.
311	Bethany Orphan Home*					
312	Children's Home for Borough and County of York.	3–12		Board of soldiers' orphans paid by State, donations, and subscriptions.	General house duties and sewing.	Bound in families until 18, then given $25 and two suits of clothing; soldiers' orphans returned to mothers at 16.
313	Bristol Home for Destitute Children	2½–10	Boys, 21; girls, 18.	Contribution and endowment	None	Suitable clothing provided.
314	St. Mary's Orphanage	Under 12		Contributions and subscriptions	Housework and sewing	Homes found or placed at service.
315	Children's Friend Society*	Under 12	No limit	By contribution	None	Homes found for them
316	Providence Association for the Benefit of Colored Children.	3	Boys, 10; girls, 13.	Contributions and income from invested funds.	Housework and sewing	Placed in families or returned to friends.
317	St. Aloysius' Orphan Asylum	2–12	Boys, 13; girls, no limit.	Voluntary contributions	Sewing	Placed in homes or at trades.
318	Charleston Orphan House*	3–12	14–16	City appropriation, contributions, and endowment.	Domestic duties, gardening, sewing, dressmaking, tailoring, &c.	Professions, trades, farming, and homes in families.
319	Holy Communion Church Institute	10–18	No limit	Board and donations	Drawing	Assisted in college.
320	Thornwell Orphanage	5–13	16–18	Contributions, endowment, and labor of inmates.	Domestic work, laundry work, sewing, bracket sawing, farming, painting, and printing.	Assisted in finding situations.
321	Canfield Orphan Asylum					
322	Church Orphans' Home	Under 12		Church contributions	Domestic work, laundry work, and sewing.	Good homes are provided.
323	Nashville Protestant Orphan Asylum		Boys, 10	Appropriation and contribution	Housework and sewing	Suitable homes are provided.

*From Report of the Commissioner of Education for 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
	1	10	11	12	13	14
324	St. Mary's Orphan Asylum	3–12	12	Contributions and county appropriation.	Domestic work	Homes found or returned to friends.
325	St. Joseph's Orphan Asylum					
326	Home for Destitute Children	4–12	18	Contributions and endowment	General housework and cane seating.	
327	Providence Orphan Asylum	2–10	Boys, 12; girls, 15.	Voluntary contributions	Domestic work, sewing, and farming.	Placed in good homes.
328	Fredericksburg Female Orphan Asylum*	8–14	16		None	
329	Jackson Orphan Asylum*	3–15	18	Contributions	Sewing and knitting	Given an outfit of clothing.
330	Norfolk City Female Orphan Asylum*	2–12	16–18	Contributions and interest on fund.	Household duties and sewing.	Placed at service.
331	St. Paul's Church Home	No limit	18	Private charity	General domestic work	Good homes are found.
332	Portsmouth Orphan Asylum	5–12	16	Endowment	Domestic work, gardening, care of stock, &c.	Bound out in good homes.
333	Richmond Male Orphan Asylum	5–14		Contributions and donations	Cigar making	Apprenticed.
334	St. Joseph's Orphan Asylum*	3 and over	18–21	By charity	Domestic work, sewing, and use of machine.	Placed at service in good homes.
335	St. Paul's Church Home	5–10	18	By endowment	Domestic work, sewing, knitting, fancy needlework, &c.	Good outfit of clothing and a trunk are given them.
336	St. Vincent's Roman Catholic Orphan Asylum.*	2–14	14	Voluntary contributions	General domestic work, sewing, and knitting.	Put to trade or placed at service.
337	St. Mary's Orphan Asylum					
338	Home for the Friendless	No limit	No limit	By contributions		Placed in homes.
339	St. Joseph's Orphan Asylum	3–15				
340	Cadle Home and Hospital	No limit	No limit	By contributions	Housework and sewing	Adopted into good homes.
341	St. Joseph's Orphan Asylum			Donations, board of inmates, proceeds of farm, &c.		
342	St. Michael's Male Orphan Asylum	3–12		By private charity	Darning, knitting, and wood splitting.	

343	Milwaukee Orphans' Asylum	2–12	Boys, 12; girls, 14.	By contributions	Domestic work, knitting, and sewing.	Adopted, indentured, or returned to friends.
344	St. Joseph's Asylum*			Supported from St. Rose's Asylum.	Sewing, knitting, making of rag carpets, &c.	
345	St. Rose's Orphan Asylum	2–12	No limit	Voluntary contributions	General domestic duties, sewing, embroidering, &c.	Situations are found for them.
346	Taylor Orphan Asylum	Under 10	No limit	Endowment	General housework, farming, and sewing.	Adopted into families.
347	St. Æmilian's Orphan Asylum*	Under 12	No limit	Voluntary contributions		Adopted.
348	St. Francis Female Orphan Asylum			By donations		
349	German Protestant Orphan Asylum	2–12	15	Voluntary contributions		
350	National Home for Destitute Colored Women and Children.	3–12		Appropriation, contributions, and members' dues.	Housework, knitting, and sewing.	Good homes secured.
351	St. Joseph's Orphan Asylum	5–12	12–14			Homes found for them.
352	St. Vincent's Female Orphan Asylum	5–12	16	Bequests, donations, and proceeds from fairs.	General domestic duties	Given an outfit of clothing and a trade.
353	Cherokee Orphan Asylum	8–12	18–20	Invested funds of Cherokee National Council.	Agriculture and kindred branches, domestic duties, sewing, &c.	None.
354	Chickasaw Orphan School					
355	St. Vincent's Asylum and Industrial Home.					

*From Report of the Commissioner of Education for 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—							
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		Number of volumes.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33
1	Church Home for Orphan Boys	$0	$295	$278	11	0	11	0	9	2	11	.....	.....	10	6	9	0	0		.....	.....
2	Church Home for Orphan Girls	0	778	722	0	43	43	0	35	8	43	.....	.....	39	33	39	..	5		575	2
3	Protestant Orphan Asylum	.....	4,000	3,500	31	32	63	0	54	9	11	52	0	55	20	45	.....	.....		.....	.....
4	Orphans' Home of the Synod of Alabama	5,000	3,063	3,343	12	13	25	.....	25	.....	.....	.....	.....	.....	.....	.....	.....	.....		200	.....
5	Sacramento Protestant Orphan Asylum	.....	11,240	9,368	(98)		98	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		*300	.....
6	Ladies' Protection and Relief Society a	.....	16,884	16,814	(200)		200	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		*200	.....
7	Methodist Chinese Mission	.....	.....	1,948	.....	22	.....	.....	.....	22	22	.....	.....	22	22	7	.....	13		.....	.....
8	San Francisco Roman Catholic Female Orphan Asylum*	.....	37,941	34,506	.....	319	319	.....	.....	.....	87	200	32	319	319	250	.....	40		.....	.....
9	Woman's Union Mission to Chinese Women and Children*	800	1,000	1,000	35	16	.....	.....	.....	51	0	6	0	51	51	51	25	51		0	.....
10	Female Orphan Asylum*	0	b200	2,000	0	33	33	.....	24	9	4	25	4	32	32	32	.....	8		100	.....
11	St. Vincent's Male Orphan Asylum*	0	29,000	29,000	465	0	463	2	152	313	130	319	16	375	375	250	0	100		.....	.....
12	Good Templars' Home for Orphans	800	14,184	15,963	72	36	108	0	88	20	15	93	0	85	68	72	.....	0		250	0
13	Pájaro Vale Orphan Asylum	.....	6,731	12,780	71	0	.....	.....	.....	.....	12	56	3	.....	.....	.....	.....	.....		.....	.....
14	Bridgeport Protestant Orphan Asylum	9,000	2,500	2,500	21	11	32	0	.....	.....	5	23	0	32	27	30	0	0		0	.....
15	Hartford Orphan Asylum	100,000	12,000	12,000	50	23	70	3	.....	.....	18	37	18	(c)	(c)	(c)	(c)	(c)		500	50
16	Middlesex County Orphans' Home a	0	1,086	1,084	7	6	13	0	.....	.....	7	.....	0	12	12	12	0	0		0	0
17	Home for the Friendless*	2,000	3,500	3,500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
18	New Haven Orphan Asylum*	80,000	14,000	14,000	87	61	139	9	.....	.....	15	111	0	130	130	130	130	130		1,100	20
19	St. Francis Orphan Asylum	0	7,000	7,000	67	72	139	0	134	5	61	78	0	114	114	114	114	114		0	.....
20	Home for Friendless and Destitute Children	42,000	4,772	4,756	36	24	60	0	.....	.....	6	14	0	30	24	24	0	0		350	.....
21	Baptist Orphans' Home d	.....	.....	.....	6	20	26	0	25	1	19	6	1	20	18	18	15	1		100	0
22	Augusta Orphan Asylum	250,000	105,662	101,305	54	30	84	0	71	13	12	72	0	45	45	45	0	0		600	.....
23	St. Mary's Orphan Asylum	.....	.....	.....	.....	25	25	.....	23	2	15	10	.....	21	21	21	.....	.....		200	60
24	Columbus Female Orphan Asylum	19,500	1,400	1,400	.....	15	15	.....	15	.....	11	4	.....	15	11	11	.....	1		.....	.....
25	Orphans' Home, North Georgia Conference	0	2,500	2,500	13	12	25	0	25	0	14	9	2	22	21	21	0	0		200	25
26	Appleton Church Home	.....	.....	2,000	0	30	30	0	30	0	18	5	1	22	22	22	0	0		.....	.....
27	Orphans' Home, South Georgia Conference	4,000	3,000	2,000	38	42	80	.....	70	10	64	15	1	65	60	45	.....	2		150	25
28	Episcopal Orphans' Home*	1,100	.....	1,800	0	21	21	0	21	0	16	5	0	17	17	17	0	0		0	.....
29	Union Society, Bethesda Orphan Home*	.....	.....	6,000	53	.....	53	.....	48	5	36	17	.....	49	31	27	.....	.....		.....	.....
30	German Evangelical Lutheran Orphan Asylum	0	6,387	5,446	58	40	97	1	88	10	25	73	.....	83	83	83	83	98		.....	.....

29	Union Society, Bethesda Orphan Home*		1,100																								
30	German Evangelical Lutheran Orphan Asylum	0	6,387	6,000	53		53		48	5	36	17		49	17	17	0	0	0								
				5,446	58	40	97	1	88	10	25	73		83	83	83	83	98									

31	Chicago Home for the Friendless*			10,113	9,992	40	40	78	2	40	40			5	30	30	20		80								
32	Chicago Protestant Orphan Asylum	0		11,904	11,231	116	87	200	3			61	93		208	85	22				150						
33	St. Joseph's Orphan Asylum*	0				100	125	225	0					0	150	150	150										
34	Uhlich Orphan Asylum	0		5,152	4,869	44	24	68	0	61	7	21	47	0	60	60	40	0	60		32		0				
35	German Catholic Orphan Asylum	0		32,062	31,631	50	46	96	0			16	80	0	76	76	76	0	0		0		0				
36	Jacksonville Orphan Home*																										
37	Asylum of St. Casimir for Polish Children	0		800	800	32	0	32	0	0	32	10	22	0	28	24	20	28	0		80		20				
38	Illinois Soldiers' Orphans' Home			50,270	47,534	156	151	307		275	32	47	260		267	267	244		267	1,659			0				
39	Home for the Friendless			500		1	9	10	0	9	1	6	4	0	2	0	0	0	0								
40	Woodland Home for Orphans and Friendless					4	6	10				4	5		10	10	10	10	10								
41	Asylum for Friendless Colored Children*	3,000			3,000	30	18		48	48		12	29	1	30	30	30										
42	German Protestant Orphan Asylum*	0			4,000	22	15	37				29	7	1	30	30	30	14	12		100		35				
43	Indianapolis Orphans' Asylum*				6,116	63	34	97	0	96	1	24			66	66	66	66	66								
44	Jeffersonville Orphan Asylum*					15	12	27		27		3	14														
45	Indiana Soldiers' Orphans' Home	0		20,000	20,000	87	40	127	0	127	0	100	27	0	93	72	68	50	127		250		50				
46	St. Joseph's Orphan Asylum*			4,446	4,373																						
47	St. Joseph's Orphan Asylum and Manual Labor School			3,146	3,280	4	41	45		44	1	14	30	1	34	28	25		11		200						
48	Home of the Friendless*			1,523	1,453																						
49	Wernle Orphans' Home			3,000	3,000	31	25	56		6	50	30	26		48	40	25		2								
50	St. Ann's Female Orphan Asylum	0		5,000	4,709		130	130	0	87	43	58	72	0	120	46	72		54		65						
51	St. Vincent's Male Orphan Asylum*			5,000	5,000	150		150	0	150		80	70	0	120	75	85	0	0								
52	German and English Asylum for Orphans and Destitute Children.	0		1,560	1,692	19	16	34	1	35		12	23		30	20	30				160		10				
53	Soldiers' Orphans' Home and Home for Indigent Children	0		c36,445	c40,118	75	65	140	0	140		40	100		126	100	126	85	6		1,100		0				
54	Home for the Friendless	0		4,200	4,100	50	32	81	1					6			0	0	0		250		25				
55	St. Thomas Orphan Asylum			1,500	1,800	100		100		100		35	65		40	26	26				50		0				
56	Covington Protestant Children's Home																										
57	St. John's Orphan Asylum*				8,000	0	22	22	0	22	0	18	4	0	22	22	22	0	0		100		25				
58	Baptist Orphans' Home			6,000	6,000	15	30	45		45	0	20	25	0	15	15	15		1		300						
59	German Baptist Orphan Home			1,381	1,216	13	13	26	0	3	23	13	13														
60	German Protestant Orphan Asylum	17,136		8,482	7,929	27	34	61	0	61	0	37	24	0	52	52	52	36	57		125		0				
61	Masonic Widows' and Orphans' Home	122,573		c26,635	c21,087	49	f66	115	0	115	0	33	82	0	80	60	45	0	0		250		50				
62	Orphanage of the Good Shepherd	0		7,450	7,291	35		35		24	11	13	18		35	35	35				150						
63	St. Joseph's German Orphan Asylum	20,000			3,000	55	38	93	0	4	89	43	50	0				15	0								
64	St. Vincent's Orphan Asylum*			5,500	5,500		175	175	0		50		60	50	120	120	100	0	25								
65	Kentucky Female Orphan School	*100,000		7,665	7,219		76	76											41		581		81				
66	Cleveland Orphans' Institution	*75,000		*5,000	*3,000		26	26		26		16	10		24	15	16										
67	Asylum for Destitute Orphan Boys					54	0	54		54		20	34	0	54	54	54	0			150		0				
68	Convent of the Good Shepherd*						279	237	42	269	10																
69	Jewish Widows' and Orphans' Home*	0		26,797	23,605	54	53	107		86	21	29	78		90	70	70	20	35		425		101				
70	Louisiana Asylum						47		47			37		10	37	37	37										
71	Mt. Carmel Female Orphan Asylum						150	150				150			150	150	150										
72	Poydras Female Orphan Asylum*					0	94	94	0												300						
73	The Protestant Orphans' Home*			12,000	11,000	78	69	147																			
74	St. Joseph's German Orphan Asylum*	0				106	112	218	0	194	24	126	92	0	145	145	145	50	218								
75	Children's Home	42,300		4,500	4,500	10	30	40		32	8	25	15	0	30	26	25	0	0		400		200				
76	Bath Military and Naval Orphan Asylum*			8,109	8,109	32	20	52		44	8	17	35		51	40	39	1	1		300						
77	Asylum of Our Lady of Lourdes	0				140	180	320	0	1	319			0	300	280	250	0	0		300		50				

* From Report of the Commissioner of Education for 1879.
a These statistics are for 1879.
b Exclusive of charity.
c Children attend public schools of the city.
d Closed in June, 1880; statistics are for 1879.
e For two years.
f There were ten widows in the home, not here included.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—							
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		Number of volumes.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33
78	Female Orphan Asylum of Portland	$33, 000	$3, 700	$3, 010	....	27	27	....	24	3	5	14	....	22	22	18	....	27		.....	.....
79	Baltimore Orphan Asylum*	.....	8, 000	8, 500	70	56	126	....	.....	.....	40	80	0	90	80	60	.....	.....		300	.....
80	Boys' Home	8, 000	19, 394	18, 598	67	0	67	0	30	37	21	36	0	67	67	67	0	0		1, 100	250
81	Christ Church Asylum*	4, 000	.....	2, 241	0	29	29	0	.....	.....	4	20	0	.....	.....	.....	0	0		0	.....
82	General German Orphan Asylum	.....	.....	.....	50	36	(86)		.....	.....	29	57	0	60	60	60	60	60		75	35
83	Hebrew Orphan Asylum of Baltimore	22, 000	6 000	7, 000	16	22	38	0	24	14	16	22	..	20	20	20	....	1		156	24
84	Home of the Friendless*	.....	4, 000	8, 000	(125)		125	....	.....	.....	.....	.....	....	95	95	95	.....	.....		.....	.....
85	House of the Good Shepherd	.....	.....	14, 000	....	185	185	....	139	46	65	70	....	60	60	60	.....	.....		.....	.....
86	St. James' Home for Boys	.....	2, 835	2, 893	31	....	31	....	.....	.....	.....	.....	....	31	31	31	.....	.....		307	9
87	St. Mary's Female Orphaline School*	.....	.....	.....	....	130	130	....	.....	.....	100	30	....	48	82	82	.....	10		.....	.....
88	St. Vincent's Male Orphan Asylum*	0	.....	.....	47	0	47	0	46	1	35	12	0	47	43	46	14	47		221	0
89	Baltimore Manual Labor School for Indigent Boys	80, 000	4, 500	4, 284	32	....	32	....	28	4	.....	.....	.....	32	32	32	.....	.....		150	50
90	Home for Friendless Children of the Diocese of Easton	6, 000	1, 625	1, 595	....	21	21	....	21	....	1	20	....	16	16	16	.....	.....		.....	.....
91	Protestant Episcopal Orphan Asylum*	24, 500	1, 437	1, 200	....	12	12	....	12	....	4	....	0	12	12	12	0	0		1, 150	.....
92	Baldwin Place Home for Little Wanderers	40, 000	21, 221	18, 372	88	47	135	....	130	5	67	67	....	125	80	80	.....	125		.....	.....
93	Boffin's Bower	.....	2, 047	2, 047	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
94	Boston Asylum and Farm School for Indigent Boys*	100, 000	13, 500	13, 500	101	....	101	....	95	6	25	51	....	101	101	101	101	101		1, 000	100
95	Boston Female Asylum*	207, 000	13, 500	11, 700	....	70	....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
96	Children's Friend Society	40, 000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
97	Children's Mission to the Children of the Destitute in the City of Boston.	a50, 000	11, 378	10, 000	(35)		35		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
98	Church Home for Orphan and Destitute Children*	62, 315	6, 732	8, 134	50	50	100	0	.....	.....	.....	.....	0	(b)	(b)	(b)	(b)	(b)		.....	.....
99	House of the Angel Guardian	0	17, 653	17, 252	153	....	153	....	.....	.....	54	65	0	.....	.....	.....	0	3		300	.....
100	Dr. Martin Luther Orphans' Home	.....	4, 000	6, 000	21	12	32	1	.....	.....	.....	.....	0	31	31	31	31	31		150	.....
101	St. Vincent's Orphan Asylum	.....	10, 391	9, 664	....	150	150	....	120	....	45	95	....	130	100	100	..	7		.....	.....
102	Haverhill Children's Aid Society	7, 000	.....	.....	7	6	13	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
103	House of Providence*	1, 200	12, 135	11, 450	36	25	61	....	61	....	10	42	3	42	42	42	....	....		400	130
104	Protectory of Mary Immaculate*	0	5, 000	5, 324	32	22	53	1	43	11	21	30	3	43	38	38	0	53		.....	.....
105	Children's Aid Society*	0	.....	.....	....	2	2	....	2	....	....	....	....	2	2	2	.....	.....		.....	.....
106	New Bedford Orphans' Home	65, 000	6, 774	4, 275	12	20	32	0	.....	.....	4	26	0	22	22	2	11	.....		.....	.....

107	Newton Home for Orphan and Destitute Girls	3,000	4,112	2,424		19			10	9	6	9	4	b19					500	
108	Massachusetts State Primary School*		52,000	51,982	304	110								354	307	307		33	325	33
109	City Orphan Asylum	0	6,000	6,000	31	38	69	0	61	8	38	31	0	50	22	18	0	0	0	0
110	Seamen's Orphan and Children's Friend Society	25,000	4,000	3,286	11	41	50	2	49	3	5	24	4	(b)	(b)	(b)	23		450	25
111	Children's Home	17,000	5,000	5,500	20	19	39	0			4	10	0	(b)	(b)	(b)	(b)	(b)		
112	Orphans' Home (Children's Friend Society)	16,000	2,855	3,063	41	20	60	1	50	11	6	55	0	b25	b25	b25	b25	b25	140	25
113	State Public School		36,000	35,173	247	45	280	12						292	250	113	225		894	124
114	Home for the Friendless	0	4,000	4,000	40	41	81		22	59				30	30	30				
115	Ladies' Protestant Orphan Asylum	a10,500	2,117	2,117		(40)														
116	St. Vincent's Female Orphan Asylum	0	8,000	7,950	30	125	154	c1	100	55	90	65	0	106	70	70	0	3	500	
117	St. Vincent's Male Orphan Asylum		6,000	6,000	80															
118	Home for the Friendless	1,000																		
119	Jackson Home for the Friendless and Industrial School*	1,500	286	190	4	8	12		10	2		4								
120	Children's Home	0	700	700	0	12	12	0						11	11	11	0	0	0	0
121	St. Mary's Orphan Asylum*	0	345	932		15	15		15		1	14		14	14	13			12	
122	St. Paul Protestant Orphan Asylum*	0	3,000	3,000	20	10	30				1	28	1	30	30		2			
123	D'Evereux Hall	0	4,421	4,328	50	0	50	0	44	6	27	23	0	50	44	44	0	12	800	300
124	St. Mary's Orphan Asylum		3,895	4,134		73					39	32		67	67	63	68	25		
125	Female Orphan School* d	20,000	10,000	10,000		120	120		120										100	16
126	Evangelical Lutheran Orphans' Home and Asylum*			6,000	40	30	70				21	49		45	45	45	6	5		
127	Catholic Protectorate of St. Louis				38		38		29	7	16	12		36	36	36				
128	Home of the Friendless				9	11	20	0											0	
129	Episcopal Orphans' Home	20,000	6,000	6,000	20	30	50	0											0	
130	German St. Vincent's Orphan Asylum	3,000	10,000	8,000	71	55	126	0	126	0	60	66	0	126	126	126	126	12	180	5
131	House of the Good Shepherd*	0	17,458	16,640		313	313		30	283	162	105	5	57	57	57		25	500	
132	Mission Free School*				16	8	24		4	20	1	19								
133	St. Bridget's Half-Orphan Asylum			400	0	e120	120	0	118	2	19	100	1	100	100	100	100	0		
134	St. Joseph's Convent of Mercy																		500	12
135	St. Joseph's Male Orphan Asylum		15,037	17,560	280		280				267			240	200	200				
136	St. Mary's Female Orphan Asylum*	0				112	112		106	6	25	87		94	65	65			250	40
137	Central Wesleyan Orphan Asylum*		2,830	2,076	20	14	34		3	31	14	20		28	20	25				
138	St. Louis Protestant Orphan Asylum*	25,000					194	0					0	194	194	194		194		
139	State Orphans' Home*			17,000	45	26	71				9	62	0	40	30	50	0	71	730	0
140	Orphans' Home	1,500	1,800	1,800	7	20	27				10	17		26	20	20			200	
141	New Hampshire Orphans' Home	12,000	3,500	3,500	24	21	43	2	45		15	20		38	9	28	1	20	425	25
142	Children's Home		1,903	1,730	8	10	18		18		0	18	0	(b)	(b)	(b)	(b)	(b)		
143	Camden Home for Friendless Children*	0	3,500	3,500	20	12	32	0												
144	West Jersey Orphanage for Destitute Colored Children	1,000	1,861	655					0											
145	Children's Friend Society	0		5,000	17	22	39	0	11	28	8	30	1	35	35	30	0	0	575	20
146	St. Mary's Female Orphan Asylum*		10,000	10,000		105	105		103	2	36	69		99	80	80		3	105	
147	Union Association of the Children's Home of Burlington County																			
148	Home for the Friendless*	15,000		3,594	60	17	77						7	54			0	0		
149	Newark Orphan Asylum f	35,949	10,264	10,264	48	43	91		52	39	25	66		70	20	40			300	
150	St. Peter's Asylum*		4,000	3,500	48	60	108		25	83	33	75		75	75	75	50	5		
151	Orange Orphan Home	2,000	g6,208	g3,399	18	23	39	2			3	36	2	25	25	12		18	200	
152	Paterson Orphan Asylum Association*	18,670	4,933	4,894	44	21	65	0	28	37	12	50	3	51	51	42	42		150	
153	St. Joseph's Orphan Asylum*			5,000		69	69	0	68	1	69	0	0	55	50	50		60		

* From Report of the Commissioner of Education for 1879.
a In 1878.
b Children attend public schools of the city.
c Indian.
d The object of this school is to educate orphan girls as teachers.
e There is also a class of 9 deaf-mutes under the charge of the Sisters of St. Joseph.
f The Newark Orphan Asylum Association has four auxiliary societies: at Newark, New Brunswick, Bloomfield, and Morristown.
g For the year 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.														Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—						
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.	Number of volumes.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
154	St. Mary's Orphan Asylum	$0	.....	.....	100	100	200	.....	.....	.....	64	166	.....	190	160	160	.....	.....	280	.....
155	Albany Orphan Asylum	89,000	$33,528	$26,068	146	84	230	0	.....	.....	64	166	.....	190	160	160	.....	.....	280	.....
156	Orphans' Home of St. Peter's Church	.....	1,835	1,388	0	21	21	0	17	4	10	11	0	21	21	21	0	21	.....	.....
157	St. Vincent's Male Orphan Asylum	.....	11,473	11,320	119	0	119	0	25	94	36	70	.....	109	96	70	.....	55	300	50
158	Cayuga Asylum for Destitute Children	19,500	7,194	7,260	68	28	86	10	89	7	7	68	0	68	42	58	0	68	300	30
159	Susquehanna Valley Home	0	9,629	.....	95	25	115	5	120	0	.....	.....	0	75	45	45	.....	120	.....	.....
160	Brooklyn Howard Colored Orphan Asylum	.....	a7,548	a7,393	b50	b27	0	77	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
161	Brooklyn Union for Christian Work	0	4,000	4,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,200	200
162	Home for Destitute Children	.....	(c)	(c)	(130)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
163	House of the Good Shepherd	.....	64,630	55,697	.....	305	305	.....	125	180	22	46	.....	40	32	30	.....	.....	360	50
164	Orphan Asylum Society of the City of Brooklyn	46,750	33,717	28,280	200	139	339	.....	129	210	51	288	.....	286	201	201	162	330	812	152
165	Orphans' Home, Church of the Holy Trinity	74,968	21,440	21,360	40	20	60	.....	56	4	30	30	.....	50	50	50	.....	.....	.....	.....
166	Orphans' House on the Church Charity Foundation of Long Island.	10,000	.....	.....	40	39	79	.....	64	15	12	67	.....	79	60	60	20	.....	1,400	.....
167	St. John's Home	.....	d111,843	d99,079	653	.....	653	.....	636	17	130	465	58	558	558	573	258	653	557	50
168	St. Joseph's Female Orphan Asylum	.....	(e)	(e)	.....	595	595	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
169	Asylum of Our Lady of Refuge	.....	.....	.....	.....	22	22	.....	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
170	Buffalo Orphan Asylum*	35,000	12,057	10,829	56	17	73	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	.....
171	Evangelical Lutheran St. John's Orphans' Home	0	9,088	9,050	34	38	72	0	8	64	42	30	0	70	70	70	20	70	1,800	10
172	German Roman Catholic Orphan Asylum*	0	15,343	15,284	72	43	115	.....	33	82	21	94	.....	86	86	72	20	0	0	0
173	St. Vincent's Female Orphan Asylum	.....	.....	.....	.....	95	95	.....	.....	.....	.....	.....	.....	60	60	60	.....	.....	.....	.....
174	Ontario Orphan Asylum*	28,046	8,041	7,722	(65)	.....	64	1	11	54	3	61	1	40	30	25	.....	.....	200	20
175	St. Mary's Orphan Asylum	.....	.....	.....	.....	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
176	Orphan House of the Holy Saviour*	0	2,883	2,886	12	32	42	2	42	2	12	20	.....	.....	.....	.....	.....	44	.....	.....
177	St. Mary's Orphan Asylum and School*	0	8,362	8,323	5	21	26	0	26	0	11	15	0	23	23	19	12	1	250	0
178	St. Malachy's Home	0	15,655	15,655	106	74	180	0	27	153	20	159	1	143	118	110	.....	3	270	20
179	Southern Tier Orphans' Home	2,000	2,676	5,000	62	40	87	15	99	3	22	51	3	57	0	0	57	102	80	.....
180	Hudson Orphan and Relief Association	65,650	11,077	8,231	37	29	66	0	25	41	28	46	0	f40	f30	f40	.....	.....	470	0
181	Wartburg Orphans' Farm School of the Evangelical Lutheran Church.	0	9,584	9,598	37	26	63	0	.....	63	48	15	0	63	63	63	63	63	760	0
182	Home for the Friendless*	19,407	6,427	6,361	27	8	35	0	.....	.....	2	19	1	20	13	20	0	0	.....	.....

183	Colored Orphan Asylum	130,000	48,343	43,172	180	120	....	200	300	....	130	170		271	84	271	....	271	400	50
184	Hebrew Orphan Asylum	180,000	50,000	50,000	187	121	308	....	....	....	44	264	....	308	308	308	308	308	1,000	0
185	Home for the Friendless, American Female Guardian Society	0	*72,211	*72,211	80	73	153	0	109	44	12	73	0	....	....	....	....	....	....	....
186	Hospital of New York Society for the Relief of the Ruptured and Crippled.	....	42,556	42,556	84	87	171	....	46	125	14	40	1	....	....	....	....	....	425	25
187	Howard Mission and Home for Little Wanderers	0	13,490	13,429	*g*1	*g*1	2	....	1	1	2	....	....	....	....	....	....	....	....	....
188	Institution of Mercy*	0	27,314	27,218	....	227	227	....	68	159	124	103	....	165	165	140	....	165	300	45
189	Ladies' Deborah Nursery and Child's Protectory*	0	10,526	10,084	74	71	....	....	29	116	13	*52	0	85	85	53	23	....	....	0
190	Ladies' Home Missionary Society (Five Points Mission)*	0	26,803	24,820	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2,150	150
191	Leake and Watts Orphan House	....	....	....	84	60	144	0	103	41	144	0	0	139	139	139	25	139	1,000	....
192	New York Juvenile Asylum	0	103,326	120,907	474	103	557	20	....	....	41	318	0	577	420	577	....	577	....	0
193	New York Society for the Prevention of Cruelty to Children	....	12,000	12,000	*h*2	*h*4	6	....	....	....	....	....	....	....	....	....	....	....	....	....
194	Orphan Asylum Society of the City of New York	....	....	25,083	98	65	163	....	....	....	143	20	....	153	153	153	....	153	....	....
195	Orphans' Home and Asylum of the Protestant Episcopal Church	....	17,914	17,038	67	74	141	0	....	....	....	....	....	100	85	70	0	141	589	89
196	Roman Catholic Orphan Asylum	0	(*i*)	(*i*)	....	400	....	....	....	....	100	300	....	380	380	400	....	20	....	....
197	Roman Catholic Orphan Asylum	0	(*i*)	(*i*)	....	182	182	0	10	172	83	99	0	153	153	153	....	....	352	52
198	Roman Catholic Orphan Asylum	0	*j*117,593	*j*115,863	483	0	482	1	215	268	121	362	....	465	332	405	0	3	....	....
199	St. Barnabas House	0	6,629	6,601	0	16	16	0	16	0	2*	6	0	16	16	16	....	....	....	....
200	St. Joseph's Asylum in the City of New York*	50,000	14,313	12,956	105	92	197	0	34	163	78	109	....	143	143	143	....	2	200	....
201	St. Stephen's Home for Children*	....	12,466	12,466	95	131	226	....	60	166	58	156	....	198	198	198	80	40	250	30
202	St. Vincent de Paul Orphan Asylum*	....	12,055	12,083	44	62	106	....	....	106	29	77	....	106	60	80	....	30	....	....
203	The Sheltering Arms	48,826	39,032	28,984	63	73	136	0	56	80	2	78	0	116	116	116	3	136	550	120
204	The Society for the Relief of Half-Orphan and Destitute Children.	....	20,000	20,000	93	80	173	....	46	127	....	173	....	142	126	142	0	0	260	....
205	Oswego Orphan Asylum	20,400	4,247	4,446	20	15	....	....	....	....	....	....	....	....	....	....	....	....	....	....
206	Roman Catholic Orphan Asylum*	....	(*i*)	(*i*)	108	....	108	....	78	30	64	44	....	108	108	108	64	108	160	20
207	Children's Home	1,684	3,681	3,675	38	10	45	3	39	9	2	19	....	44	24	40	....	....	235	....
208	Home for the Friendless of Northern New York	0	1,865	1,558	10	10	20	0	....	....	....	....	2	(*f*)	(*f*)	(*f*)	0	0	0	0
209	Poughkeepsie Orphan House and Home for the Friendless	....	11,071	7,237	30	11	41	0	....	....	4	24	....	30	11	15	....	....	....	....
210	Western New York Home for Homeless and Dependent Children. *k*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
211	St. Margaret's Home*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
212	Church Home of the Protestant Episcopal Church	7,740	6,045	5,259	19	*l*15	33	1	....	....	1	....	0	34	....	....	....	34	....	....
213	Rochester Orphan Asylum	13,500	11,203	10,705	75	26	92	9	26	75	12	48	18	75	75	75	....	....	820	30
214	St. Joseph's German Orphan Asylum*	0	10,021	*g*,872	25	55	80	0	....	....	17	62	1	53	40	40	0	6	....	....
215	St. Mary's Orphan Boys' Asylum*	....	....	....	102	....	102	....	27	75	....	....	....	90	36	80	....	1	....	....
216	St. Patrick's Female Orphan Asylum*	....	5,072	4,894	....	79	77	2	32	47	6	73	....	72	50	50	....	....	....	....
217	Onondaga County Orphan Asylum	52,000	15,000	13,000	105	76	174	7	123	58	12	98	2	160	160	160	17	2	360	10
218	St. Vincent de Paul's Asylum and School	0	9,000	9,000	....	120	120	....	17	103	58	62	0	110	110	110	110	....	378	....
219	St. Vincent's Female Orphan Asylum	0	16,248	14,923	....	130	130	....	2	128	24	106	....	110	100	100	100	1	200	40
220	Troy Catholic Male Orphan Asylum	0	19,464	18,210	204	....	204	....	37	167	41	156	....	156	118	146	....	118	283	....

* From Report of the Commissioner of Education for 1879.

a In 1878.

b Number under instruction only.

c See report of the Brooklyn Industrial School Association, Part 3 of this table.

d The first of these figures is the total income and the second is the total expenditure of the Roman Catholic Orphan Asylum Society of Brooklyn, which includes St. John's Home, St. Joseph's Female Orphan Asylum, and St. Paul's Industrial School.

e See St. John's Home.

f Children attend public schools of the city.

g The object of this mission is mainly to assist families in their own homes.

h A reception room was opened November 1, 1880, for the temporary care of children until they can be provided with homes.

i See Roman Catholic Asylum numbered 198 in this table.

j The first of these amounts includes the income and the second the expenditure of the Asylum at Peekskill, the Prince Street Asylum, and the Madison Avenue Asylum, New York City, all being under the control of the Roman Catholic Orphan Asylum in the city of New York.

k Buildings destroyed by fire in 1880 and school suspended.

l There are also 9 adults in the home.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.														Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—					Number of volumes.	Increase in the last school year.
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
221	Troy Orphan Asylum	$52,043	$14,602	$10,997	48	39	87	0	58	29	11	60	0	80	80	80	67	80	512	0
222	House of the Good Shepherd	8,000	3,071	2,723	17	23	39	1	20	20	.....	.....	.....	30	25	25	...	40	30	0
223	Utica Orphan Asylum	161,000	13,133	a28,355	76	43	113	6	117	2	6	78	35	103	103	57	....	103	664	19
224	Thomas Asylum for Orphan and Destitute Indian Children	.....	9,174	9,174	46	60	...	...	106	...	24	50	...	90	90	65	50	106	.....	.....
225	Jefferson County Orphan Asylum*	20,000	6,300	5,900	55	12	62	5	27	40	4	27	1	58	44	30	0	0	0	0
226	Society for Relief of Destitute Children of Seamen*	56,000	.....	10,990	63	48	111	0	42	69	20	.....	0	100	100	85	0	111	350	.....
227	Orphan Asylum	1,025	12,162	12,016	88	112	196	84	200	...	75	125	...	190	160	150	..	200	200	.....
228	St. James' Home	0	1,200	1,200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
229	Belmont County Children's Home	.....	.....	.....	(37)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
230	German Methodist Orphan Asylum*	.....	4,000	3,500	25	18	43	0	1	42	32	11	..	40	30	30	10	8	400	.....
231	The Children's Home*	1,400	33,921	13,333	48	37	85	0	...	...	7	40	3	50	30	6	6	1	200	.....
232	Cincinnati Orphan Asylum	100,000	10,000	10,000	88	68	156	...	...	...	22	70	0	c75	...	...	...	...	200	30
233	Class of Preservation, Convent of the Good Shepherd	0	.....	4,562	...	50	50	...	4	46	15	31	...	45	45	45	...	...	320	.....
234	German General Protestant Orphan Asylum	55,420	21,510	21,875	59	46	105	0	2	103	74	31	...	89	97	97	89	...	0	0
235	New Orphan Asylum for Colored Youth	0	1,200	.....	13	9	...	22	22	...	13	7	2	.....	.....	.....	.....	.....	.....	.....
236	St. Aloysius' Orphan Asylum*	.....	12,000	11,000	130	121	251	...	...	...	151	99	1	210	180	210	50	110	.....	.....
237	Bethel Union*	.....	8,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
238	Cleveland Protestant Orphan Asylum	d50,000	9,135	8,910	.....	(54)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	d1,000	.....
239	Jewish Orphan Asylum, I. O. B. B	100,000	42,023	67,474	138	94	212	...	232	...	57	175	...	235	203	203	203	8	600	0
240	St. Joseph's Orphan Asylum	0	.....	.....	0	70	70	0	70	0	20	50	0	40	20	20	0	0	.....	.....
241	St. Mary's Orphan Asylum*	.....	.....	.....	0	100	100	...	...	...	...	...	...	100	100	100	...	...	.....	.....
242	St. Vincent's Male Orphan Asylum	.....	5,445	5,308	185	....	185	...	...	...	...	...	0	150	100	100	..	150	100	.....
243	Franklin County Children's Home	.....	e25,000	.....	37	26	59	4	57	6	6	45	0	48	48	48	0	0	0	0
244	St. Joseph's Orphan Asylum*	.....	.....	.....	30	0	30	0	20	10	24	6	...	25	25	25	...	...	3,000	.....
245	St. Vincent's Orphan Asylum	0	6,324	6,324	83	84	167	0	45	122	53	114	0	125	100	80	...	...	300	50
246	Montgomery County Children's Home*	.....	.....	11,376	74	29	103	....	...	...	8	40	2	36	39	42	42	10	0	0
247	St. Joseph's Orphan Home	4,314	2,748	1,634	10	11	21	0	21	0	21	...	0	21	21	21	0	0	0	0
248	Ebenezer Orphan Asylum	28,000	8,600	5,025	34	20	54	0	53	1	15	39	0	48	45	48	0	3	380	20
249	Children's Home of Butler County*	0	1,500	1,349	22	19	40	1	7	34	5	20	...	24	20	15	6	41	.....	.....
250	Children's Home of Lawrence County	.....	.....	.....	24	14	38	0	...	...	0	21	7	28	28	10	...	...	.....	.....

281	Warren County Orphan Asylum and Children's Home	34,000		4,100	46	10	56	0					1							200	21
282	Washington County Children's Home	0		7,227	45	20	57	8			4	31	0	42	22	15	10	65			
283	Fairmount Children's Home*			9,018	94	40	125	9			6	23	1	94	90	64		112			
284	Home for Friendless Children	3,000	1,000	1,000	6	2	8		7		2	6		6	2	2		8	12		
285	Scioto County Children's Home	0	8,000	5,363	53	20	53	0	f23	f20	13	26		36	22	26	0	53	0		
286	Clarke County Children's Home			5,000	49	7	48	8	55	1	6	28	12	20	20	10					
287	Citizen Hospital and Orphan Asylum				55	25	80		60	20	11	64	5	70	70	70		5			
288	German Evangelical Lutheran Orphans' Asylum	0	2,357	2,357	32	16	48	0	12	36	28	19	1	40	36	30	0	1	30	10	
289	Protestant Orphans' Home		3,159	2,928	23	18	35	6			8	26	0	23							
290	Knoop Children's Home				33	34	47	20	67			50		41	39	23					
291	Ohio Soldiers' and Sailors' Orphans' Home	0	126,900	96,113	360	233	593	0			123	470	0	510	510	510	0	593	850	500	
292	McIntire Children's Home* g		2,700	2,700	24	18	42	0	40	2	2	34	0	24	16	16	0	42	0	0	
293	Children's Home (Ladies' Relief Society)*		1,752	1,177	6	8	14							(c).	(c)	(c)	(c)		20	0	
294	House of the Good Shepherd	0	10,000	10,000	0	90	90	0	80	10	12	25	0	16	12	12	0	0	0	0	
295	Pittsburgh and Allegheny Home for the Friendless*		8,214	8,214	52	43	95				0	0		61	61	61					
296	Protestant Orphan Asylum of Pittsburgh and Allegheny	200,000	12,391	11,683	98	60	158	0						134	70	70	40	158	500	100	
297	St. Joseph's Orphan Asylum		8,431	7,327	90	86	176	0	160	16	76	100	0	130	130	130		2			
298	St. Paul's Orphan Home	282	5,000	5,000	22	15	37				7	30	0	37	37	37	15	25	450	50	
299	White Hall Soldiers' Orphan School	0			(234)		234		234		26	*208		234	200	200	170	200	350	50	
270	Chester Springs Soldiers' Orphan School				123	75	198				23	100		198	198	198	198	146	1,200		
271	Dayton Soldiers' Orphan School*		26,500	26,500	99	84	183		183		65	118		183	183	183	183	183	325	0	
272	Home for the Friendless	500	3,431	2,970	31	30	61		51	10	6	48	1	50	46	40	20	60	320	20	
273	Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church.*	22,000	6,000	6,000	60	19	79		24	55	39	40	0	79	59	59	30	79	1,100	100	
274	Pauline Home for Children				5	3															
275	Harford Soldiers' Orphan School		24,000	24,000	111	124	235	0	235	0	75	100	0	235	235	235	235	235	300	100	
276	Home for the Friendless			2,000		14	14		14		0	14	0	14	14	14	14	14	200	24	
277	Uniontown Soldiers' Orphan School		25,000	25,000	93	87	176	4	180	0				180	180	180	180	180	300		
278	Home for Friendless Children of the City and County of Lancaster.	2,300	11,137	9,500	67	22	87	2						75	65	75		75			
279	Fressler Orphans' Home				(120)																
280	McAllisterville Soldiers' Orphan School*		26,000	26,000	106	63	169		169		14	110		169	151	151	90	169	800	50	
281	Mansfield Soldiers' Orphan School*				114	86	200							200	200	200	200	200			
282	Mercer Soldiers' Orphan School		40,000	40,000	164	124	288	0			24	213	0	288	288	288	288		110	30	
283	Emaus Orphan House		8,000	8,000	(21)		21		21		1	20		21	20	20			200	16	
284	Aimwell School Association*	23,650	1,500	1,500	0	60	60	0	44	16	0	0	0	60	60	60	30	0	0	0	
285	Baptist Orphanage		3,391	3,663	10	8	18	0	13	5	1	17		10	9	9	0	14			
286	Bethesda Children's Christian Home	1,800	7,000	6,500	63	57	120														
287	Burd Orphan Asylum of St. Stephen's Church	350,000	15,044	15,044		60	60		45	15	26	34		60	60	60	15	60	4,000	500	
288	Church Home for Children		12,738	11,412	3	90	93	0	93		8	85	0	87	87	87	0	0			
289	The Educational Home*		41,770	41,770	172	0	172	0	125	47			0	172	172	172	0	172	600	0	
290	Foster Home Association				(91)																
291	Girard College for Orphans	*10,000,000	800,000	350,000	870	0	870	0	522	348	(870)		0	870	870	870	550	870	7,527	423	
292	Home for Destitute Colored Children	29,642	3,222	3,534	(30)			30													
293	Jewish Foster Home and Orphan Asylum			11,975	17	16	33		30	3	2	28		33	33	33	33	20	300	10	
294	Lincoln Institution*	10,000	30,954	28,907	100		100		45	55	40	60		100	100	100	100	20	2,000	100	
295	Newsboys' Aid Society		3,646	3,645	22		22						0							0	
296	Northern Home for Friendless Children				98	13	111							98	98	89	111	111	1,200	250	

* From Report of the Commissioner of Education for 1879.
a Includes $18,148 expended for permanent purposes.
b Indians.
c Children attend public schools of the city.
d In 1878.
e From taxes only.
f Also 10 unknown.
g Succeeded by "The John McIntire Children's Home," which was incorporated in 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—							
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		Number of volumes.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33
297	Philadelphia Orphan Asylum	$974	a$29,639	$13,213	36	44	80	0	.....	.....	.....	.....	0	.....	.....	.....	.....	.....		500	.....
298	Presbyterian Orphanage in the State of Pennsylvania*	0	2,679	2,593	16	12	28	0	.....	.....	2	26	0	28	28	28	28	0		.....	.....
299	Soldiers' Orphan Institute	0	40,000	.....	185	132	317	0	.....	.....	.....	.....	0	.....	.....	.....	.....	.....		1,800	500
300	Southern Home for Destitute Children	25,000	9,000	9,144	78	30	108	0	.....	.....	.....	.....	.....	75	75	75	0	0		0	.....
301	"The Shelter" for Colored Orphans	.....	15,805	15,805	53	27	0	80	79	1	40	40	0	.....	.....	.....	0	0		.....	.....
302	Union Temporary Home	.....	.....	.....	47	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
303	Western Home for Poor Children	.....	.....	.....	(80)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
304	Benevolent Association Home for Children*	0	2,137	2,164	10	9	19	0	19	0	8	11	0	19	19	16	0	0		200	40
305	St. Catharine's Female Orphan Asylum	.....	.....	.....	.....	35	35	.....	20	15	10	18	.....	34	34	34	.....	5		.....	.....
306	Home for Friendless Women and Children	.....	.....	.....	18	20	38	.....	7	31	27	10	1	22	9	9	.....	.....		.....	.....
307	St. Vincent's Orphan Asylum	.....	10,125	10,121	63	59	122	.....	115	7	38	84	.....	116	116	116	.....	2		.....	.....
308	Emlen Institution*	.....	.....	.....	17	.....	.....	17	17	.....	9	8	.....	17	17	17	.....	.....		200	.....
309	Home for Friendless Children	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
310	Allegheny County Home*	.....	40,000	53,855	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
311	Bethany Orphan Home*	.....	.....	.....	36	30	66	0	50	16	10	56	.....	66	58	58	.....	66		350	.....
312	Children's Home for Borough and County of York	8,000	4,500	4,317	27	19	46	0	.....	.....	5	28	0	46	46	25	.....	46		.....	.....
313	Bristol Home for Destitute Children	1,000	426	425	3	2	5	.....	4	1	.....	5	.....	(b)	(b)	(b)	(b)	(b)		250	32
314	St. Mary's Orphanage	.....	1,297	1,136	8	12	20	.....	.....	.....	4	7	.....	10	10	10	.....	.....		.....	.....
315	Children's Friend Society*	60,000	11,000	11,000	41	33	74	.....	.....	.....	12	50	0	68	50	50	.....	68		.....	.....
316	Providence Association for the Benefit of Colored Children	20,075	3,166	3,138	11	18	.....	29	29	.....	.....	8	21	20	15	18	0	29		.....	.....
317	St. Aloysius Orphan Asylum	23,970	13,725	10,794	114	97	211	0	133	78	60	151	0	156	98	80	40	40		320	.....
318	Charleston Orphan House*	185,000	8,000	21,000	144	97	241	0	.....	.....	70	171	0	196	196	196	.....	241		2,376	81
319	Holy Communion Church Institute	0	24,699	28,936	c125	0	125	.....	125	.....	15	42	0	206	206	206	28	.....		.....	.....
320	Thornwell Orphanage	4,500	2,185	2,141	8	20	28	0	28	0	18	10	0	28	28	28	0	16		699	52
321	Canfield Orphan Asylum	.....	.....	.....	15	17	.....	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
322	Church Orphans' Home	.....	2,500	2,500	10	30	40	0	30	10	34	6	.....	30	30	30	.....	30		.....	.....
323	Nashville Protestant Orphan Asylum	.....	3,000	3,000	6	22	28	0	.....	4	13	15	2	16	6	9	.....	.....		304	0
324	St. Mary's Orphan Asylum	.....	5,000	5,000	40	58	98	0	.....	.....	.....	.....	.....	75	50	60	15	50		200	40
325	St. Joseph's Orphan Asylum	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
326	Home for Destitute Children	50,000	6,000	6,000	50	25	70	5	.....	.....	.....	.....	0	60	60	50	.....	.....		.....	.....

326	Home for Destitute Children	50,000	6,000	6,000	50	25	70	5												0	60	60	50					
																				75	50	60	15	50	200	40		

327	Providence Orphan Asylum		4,000	4,000	40	50	90		90		19	59	12	60	30	60			150	8
328	Fredericksburg Female Orphan Asylum*	6,000	950	950	7	18	25		25	0				25	25				0	
329	Jackson Orphan Asylum*	1,600	1,800	1,700	1	9	10	0	10					10	10	10	0			
330	Norfolk City Female Orphan Asylum*	120,000	2,900	3,000							12	13			24	24			150	65
331	St. Paul's Church Home					7	7	0	5	2		7		7	7	7				
332	Portsmouth Orphan Asylum	25,000	1,500	1,500	10	5	15		15		4	11		13	13	12				
333	Richmond Male Orphan Asylum	50,000	5,500	4,682	50		50				10	40		45	40	37				
334	St. Joseph's Orphan Asylum*					60	60		60		40	20		60	60	60				
335	St. Paul's Church Home				0	32		0	30	2	10	22	0	32	32	32	0	0	0	0
336	St. Vincent's Roman Catholic Orphan Asylum*	0	7,602	8,438	0	52	52	0	32	20	20	32	0	46	43	43	0	0		
337	St. Mary's Orphan Asylum																			
338	Home for the Friendless		682	661	1	1	1	1												
339	St. Joseph's Orphan Asylum					21														
340	Cadie Home and Hospital				1	3	4	0	4			4		(b)	(b)	(b)	(b)	(b)		
341	St. Joseph's Orphan Asylum			1,281	47	31														
342	St. Michael's Male Orphan Asylum				35						35									
343	Milwaukee Orphans' Asylum		5,937	5,410	57	23	78	2			10	70	0	40	25	24	0	0	350	36
344	St. Joseph's Asylum*					62														
345	St. Rose's Orphan Asylum	0	8,000	8,000	0	80	80	0	69	11	49	31	0	80	80	75	4	7		
346	Taylor Orphan Asylum	145,446	9,807	7,033	13	20	33	0	4	29	2	29	2	27	27	27		27	120	20
347	St. Æmilian's Orphan Asylum*	0	6,000	5,000	127		124	3	117	10	11	115	1	100	100	99	10	13	620	135
348	St. Francis Female Orphan Asylum					41					41									
349	German Protestant Orphan Asylum				18	17	35							b25	b25	b25	b25			
350	National Home for Destitute Colored Women and Children	0	6,982	6,982	59	d39	0	103	103	0	50	48	0	72	72	72	72	72	275	0
351	St. Joseph's Orphan Asylum				e100		100		19	81	44	56		e90	e68	e68	e68			
352	St. Vincent's Female Orpaan Asylum		10,000	10,000	0	130	130	0	128	2	98	32	0	100	100	100	0	2	500	35
353	Cherokee Orphan Asylum		22,000	14,386	63	67					130			130	130	130	130	130	60	0
354	Chickasaw Orphan School																			
355	St. Vincent's Asylum and Industrial Home																			

* From Report of the Commissioner of Education for 1879.
a Includes mortgage paid off, balance on hand, &c.
b Children attend public schools of the city.
c Also 81 day pupils.
d Also 5 old women.
e Also 80 day pupils.

TABLE XXII.—PART 2.—*Statistics of infant asylums.*

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of nurses and other employés.		Total number of infants received since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
1	Little Sisters' Infant Shelter*	San Francisco, Cal	1874	1874	Mrs. George H. Ames, secretary	Non-sect	.....	3	.....
2	Day Nursery, Union for Home Work	Hartford, Conn	1872	1872	Sarah C. Kellogg, manager	Non-sect	.....	.....	.....
3	Foundlings' Home	Chicago, Ill	1872	1871	Dr. George E. Shipman	Non-sect	.....	30	3,000
4	St. Vincent's Infant Asylum	New Orleans, La. (Magazine street).	.....	.....	Sister Mary Agnes, sister servant	R. C	.....	14	.....
5	Boston North End Mission (nursery department)	Boston, Mass. (201 North st.)	1867	1873	Rev. Samuel T. Frost	Non-sect	0	3	*300
6	Day Nursery	Boston, Mass. (39 North Bennett street).	.....	.....	Miss P. G. Adam, directress	.....	.....	a7	100
7	Massachusetts Infant Asylum*	Boston, Mass. (Boylston Station).	1867	1867	Miss Elizabeth Clapp, matron	Non-sect	.....	10	916
8	St. Mary's Infant Asylum	Boston, Mass. (Bowdoin st., Dorchester district).	.....	.....	Sisters of Charity	R. C	.....	6	b328
9	House of Providence	Detroit, Mich	1872	1869	Sister M. Ellen	R. C	1	11	1,118
10	Woman's Hospital and Foundlings' Home	Detroit, Mich	1869	1869	Emily F. Wells, M. D	Non-sect	.....	.....	1,133
11	Home Nursery of the Industrial School Association	Brooklyn, N. Y	.....	.....	Mrs. Thorne, head nurse	Non-sect	.....	.....	.....
12	Buffalo Widows' and Infants' Asylum	Buffalo, N. Y. (126 Edward street).	1852	1848	Sister M. Clarence	R. C	2	10	3,548
13	Babies' Shelter	New York, N. Y. (143 West Twentieth street).	.....	1873	Sister Catharine	P. E	.....	4	.....
14	Foundling Asylum of the Sisters of Charity	New York, N. Y. (Sixty-eighth st., between Third and Lexington avenues).	1869	1869	Sister M. Irene, directress	R. C	.....	142	10,862
15	New York Infant Asylum c	New York, N. Y. (Sixty-first street and Tenth avenue).	1865	1871	Mrs. M. Ennever, matron	Non-sect	.....	2	1,764
16	Nursery and Child's Hospital of the City of New York. d	New York, N. Y. (Lexington ave. and Fifty-first st.)	1854	{1854} {1870}	Mary A. Du Bois, first directress	Non-sect	e10	e54	e18,912
17	Shelter and Baby Nurseries (American Female Guardian Society).	New York, N. Y	.....	.....	.....	Non-sect	.....	.....	.....
18	Day Home	Troy, N. Y	1862	1858	Mrs. Sarah S. McConihe, president	Non-sect	0	3	.....
19	Day Nursery for Children	Philadelphia, Pa	1873	1863	Mrs. Margaret Lafferty, matron	Non-sect	.....	4	.....
20	Lombard Street Day Nursery	Philadelphia, Pa. (430 Lombard street).	0	1878	Mrs. M. J. Woods, matron	Non-sect	.....	3	230

29	Lombard Street Day Nursery	Philadelphia, Pa (430 Lombard street)	1873	1863	Mrs. Margaret Lafferty, matron	Non-sect	0	4		
			0	1878	Mrs. M. J. Woods, matron	Non-sect		5		230
21	Philadelphia Home for Infants	Philadelphia, Pa		1873		Non-sect				
22	Rhode Island Children's Hospital and Nursery	Providence, R. I	1872	1868	Sara I. Derby, matron	Non-sect		3		
23	St. Vincent's Infant Asylum	Milwaukee, Wis		1877	Sister Simeon, sister servant	R. C		9		
24	St. Ann's Infant Asylum[e]	Washington, D. C	1863	1860	Sister Agnes Relihan	R. C	2	9		

* From Report of the Commissioner of Education for 1879.

a Includes 3 Kindergarten teachers.

b Number received during the year.

c The branches of this asylum are at Flushing and Mt. Vernon, N. Y.

d Includes country branch at West New Brighton, Staten Island.

e From a return for the year 1878.

TABLE XXII.—PART 2.—*Statistics of infant asylums*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
1	Little Sisters' Infant Shelter[a]			Contributions		
2	Day Nursery, Union for Home Work	Under 8		Contributions, donations, and membership fees.		
3	Foundlings' Home	1 month	Desertion	Contributions		Adopted in families.
4	St. Vincent's Infant Asylum					
5	Boston North End Mission (nursery department).	2–5	Foundlings, or children needing care while mothers are at work or sick.	Voluntary contributions	Those belonging to the Kindergarten.	Adopted or returned to friends.
6	Day Nursery	1½–5	Need of care while parents are sick or at work.	Private charity	Those of the Kindergarten.	
7	Massachusetts Infant Asylum[a]	Under 9		Endowment, State appropriation, and contributions.		
8	St. Mary's Infant Asylum					
9	House of Providence	Under 5	Abandoned	Contributions		Adopted or transferred to St. Vincent's Orphan Asylum.
10	Woman's Hospital and Foundlings' Home			Contributions and board of children.		Adopted or returned to mothers.
11	Home Nursery of the Industrial School Association.	2-4				
12	Buffalo Widows' and Infants' Asylum			Contributions, county appropriation, and proceeds from festivals.		
13	Babies' Shelter			Contributions and board of children.		
14	Foundling Asylum of the Sisters of Charity			Contributions and per capita allowance from city.		
15	New York Infant Asylum a	2 yrs. & under.	Foundlings and other infants needing care.	City appropriation and contributions.		Adopted or bound out or indentured when of suitable age to some profession, trade, or employment.
16	Nursery and Child's Hospital of the City of New York. b	4 yrs. & under.	Freedom from contagious disease and payment of board.	By appropriations and contributions.	Sewing and house work.	Returned to friends, adopted, sent to other institutions or to the West.
17	Shelter and Baby Nurseries (American Female Guardian Society).					
18	Day Home		Children of the poor and vicious in need of care.	By contributions	Sewing and domestic work.	

18	Day Home		Children of the poor and vicious in need of care	By contributions	Sewing and domestic work.	
19	Day Nursery for Children	Under 8	Children of poor, industrious women whose work calls them from their homes.	Donations and subscriptions		
20	Lombard Street Day Nursery			Contributions, subscriptions, rent, and pay for care of children.	Those of the Kindergarten.	
21	Philadelphia Home for Infants	3 yrs. & under.	Need of protection,			Transferred to other homes, adopted, or returned to friends.
22	Rhode Island Children's Hospital and Nursery.			By contributions		
23	St. Vincent's Infant Asylum		Homelessness	Donations and board of inmates		
24	St. Ann's Infant Asylum*			Appropriation		

* From Report of the Commissioner of Education for 1879.
a The branches of this asylum are at Flushing and Mt. Vernon, N. Y.
b Includes country branch at West New Brighton, Staten Island.

TABLE XXII.—PART 2.—*Statistics of infant asylums*—Continued.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.									Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—						Number of volumes.	Increase in the last school year.
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33
1	Little Sisters' Infant Shelter*	$2,000	$5,969	$5,274	18	20	38	0	....	38	25	8	2	(a)	(a)	(a)	(a)	(a)		.....	.....
2	Day Nursery, Union for Home Work	.....	.....	760	(b11)															.....	.....
3	Foundlings' Home	.....	6,279	6,279	17	23	38	2	....	.....	.....	.....	22	.....	.....	.....	.....	.....		.....	.....
4	St. Vincent's Infant Asylum	.....	.....	.....	(200)															.....	.....
5	Boston North End Mission (nursery department)	.....	1,500	.....	12	13	24	1	....	.....	.....	.....	.....	(a)	(a)	(a)	(a)	(a)		.....	.....
6	Day Nursery	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(a)	(a)	(a)	(a)	(a)		.....	.....
7	Massachusetts Infant Asylum*	39,858	19,662	20,143	63	44	104	3	....	.....	.....	.....	38	.....	.....	.....	.....	.....		.....	.....
8	St. Mary's Infant Asylum	.....	.....	.....	(47)															.....	.....
9	House of Providence	0	3,800	3,791	21	12	32	1	33	0	7	5	21	.....	.....	.....	.....	.....		.....	.....
10	Woman's Hospital and Foundlings' Home	0	.....	.....	5	3	8	0	8	0	...	4	1	.....	.....	.....	.....	.....		.....	.....
11	Home Nursery of the Industrial School Association	.....	.....	.....	(20)															.....	.....
12	Buffalo Widows' and Infants' Asylum	0	14,350	14,350	52	30	82	0	....	.....	27	55	0	.....	.....	.....	.....	.....		.....	.....
13	Babies' Shelter	0	4,784	4,553	10	14	24	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
14	Foundling Asylum of the Sisters of Charity	0	244,535	236,015	821	668	...	...	.....	.....	.....	.....	.....	(a)	(a)	(a)	(a)	(a)		.....	.....
15	New York Infant Asylum c	.....	64,849	58,198	168	52	215	5	126	94	6	35	1	.....	.....	.....	.....	.....		.....	.....
16	Nursery and Child's Hospital of the City of New York d	e50,000	139,987	130,902	(642)															.....	.....
17	Shelter and Baby Nurseries (American Female Guardian Society)	.....	.....	.....	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....	.....		.....	.....
18	Day Home	35,160	3,093	2,461	100	108	...	...	40	168	6	80	1	.....	.....	.....	.....	.....		.....	.....
19	Day Nursery for Children	0	2,328	1,334	(b19)															.....	.....
20	Lombard Street Day Nursery	0	1,949	1,793	(b45)		45	0	....	.....	.....	.....	1	(a)	(a)	(a)	(a)	(a)		.....	.....
21	Philadelphia Home for Infants	.....	.....	.....	(38)															.....	.....
22	Rhode Island Children's Hospital and Nursery	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
23	St. Vincent's Infant Asylum	.....	2,966	2,966	(39)															.....	.....
24	St. Ann's Infant Asylum*	f5,000	.....	.....	57	28	83	2	....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....

* From Report of the Commissioner of Education for 1879.
a Kindergarten instruction given.
b Average daily attendance.
c The branches of this asylum are at Flushing and Mt. Vernon, N. Y.
d Includes country branch at West New Brighton, Staten Island.
e In 1878.
f From appropriation.

d Includes country branch at West New Brighton, Staten Island.

f From appropriation

TABLE XXII.—PART 3.—*Statistics of industrial schools.*

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
1	Sewing School, Union for Home Work	Hartford, Conn	.....	.....	Mrs. W. Bacon and Miss M. L. Collins.	Non-sect	.....	40	.....
2	Burr Mission Industrial School*	Chicago, Ill	1864	1867	Miss Helen M. Heffron, teacher	Non-sect	.....	1	.....
3	Home Industrial School*	Chicago, Ill	1868	.....	Mrs. J. Grant	Non-sect	.....	2	.....
4	Railroad Mission Industrial School*	Chicago, Ill	.....	.....	Miss F. C. Jones	Presb	.....	25	.....
5	Girls' Industrial School (Women's Christian Home Mission).	Peoria, Ill	1876	1866	Mrs. E. D. Hardin	Non-sect	0	26	*327
6	Busy Bee	Richmond, Ind	.....	1867	Mrs. Martha Valentine	Friends	.....	22	*560
7	House of the Angel Guardian	Near Newport, Ky. (Highland avenue).	1876	1866	Mother M. of St. Scholastica	R. C	0	16	*902
8	Industrial School	New Orleans, La	.....	.....	Rev. Father Mariné, C. S. C., provincial.	R. C	2	.....	.....
9	Industrial School (House of the Good Shepherd)*	New Orleans, La	.....	.....	Sister Mary of St. Rose, superior	R. C	.....	.....	.....
10	St. Elizabeth's House of Industry*	New Orleans, La	.....	.....	Sister Angelica	R. C	.....	20	.....
11	Maine Industrial School for Girls*	Hallowell, Me	1872	1875	E. Rowell, manager	Non-sect	.....	3	113
12	St. Luke's Sewing School	Portland, Me	.....	1864	Mrs. Charles W. Barrett	P. E	.....	10	1,500
13	Industrial School for Colored Girls	Annapolis, Md	.....	1878	Mrs. Marshal Oliver, president	P. E	.....	8	.....
14	St. Joseph's House of Industry	Baltimore, Md	1866	1866	Sister Josepha	R. C	.....	9	500
15	St. Mary's Industrial School for Boys	Carroll, Md	1866	1866	Brother Alexius	R. C	10	.....	1,427
16	Industrial School for Girls*	Boston, Mass. (Dorchester district).	1854	1854	Miss H. R. Burns, matron	Non-sect	0	1	212
17	Industrial Schools (Boston North End Mission)a	Boston, Mass. (201 North st.)	.....	.....	Mrs. A. H. Farnum, secretary	Non-sect	.....	.....	.....
18	North End Industrial Home	Boston, Mass. (39 N. Bennet street.)	.....	1879	Mrs. L. E. Caswell and Miss Velma C. Wright, managers.	Non-sect	(18)		.....
19	Detroit Industrial School*	Detroit, Mich	1859	1857	Mrs. C. Van Husan, president	Non-sect	.....	1	.....
20	Good Shepherd Industrial School for Girls*	St. Paul, Minn	.....	1869	Mother Mary of St. Bernard	R. C	.....	3	.....
21	Industrial School (St. Joseph's Convent of Mercy).	St. Louis, Mo	b1857	b1856	Mother Mary de Pazzi	R. C	.....	b35	*b32, 511
22	Industrial Schools (Children's Friend Society)*	Albany, N. Y	1863	1857	Agnes Pruyn, treasurer	Non-sect	0	.....	.....

* From Report of Commissioner of Education for 1879. a Girls' Industrial School was not in active operation during 1880. b In St. Joseph's Convent of Mercy.

TABLE XXII.—PART 3.—*Statistics of industrial schools*—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Males.	Females.	
	1	2	3	4	5	6	7	8	9
23	Brooklyn Industrial School Association and Home for Destitute Children.	Brooklyn, N. Y	1854	1854	Adeline E. Warner, principal of home school.	Non-sect	.....	a7	.....
24	Eastern District Industrial School	Brooklyn, N. Y. (South 3d st.)	.....	.....	Emma T. Whittlesey, principal	Non-sect	.....	1	.....
25	Industrial School of the Sisters of Mercy	Brooklyn N. Y. (Willoughby, corner of Classon avenue).	.....	.....	Mother M. Bonaventure, principal	.....	.....	6	.....
26	Industrial Schools (Children's Aid Society)	Brooklyn, N. Y	1866	1866	Richard D. Douglass	Non-sect	.....	5	8,596
27	St. Paul's Industrial School	Brooklyn, N. Y	.....	.....	Sister Constantia, superior	R. C	.....	13	.....
28	Children's Aid Society Industrial Schools	New York, N. Y. (19 East 4th street.	1855	1854	John W. Skinner	Non-sect	b5	b79	.....
29	Five Points House of Industry	New York, N. Y. (155 Worth street).	1854	1851	William F. Barnard	Non-sect	2	7	*22,008
30	Industrial Home of the Hebrew Orphan Asylum	New York, N. Y	1860	1869	Joseph Gants, manager	Hebrew	.....	.....	.....
31	Industrial School of St. Augustine's Chapel	New York, N. Y. (105, 107, and 109 East Houston street).	.....	1870	Miss Elizabeth D. Bininger	P. E	.....	41	.....
32	Industrial School of the United Relief Works of the Society for Ethical Culture.	New York, N. Y	.....	.....	Dr. G. Bamberger, principal	.....	.....	.....	.....
33	Industrial Schools of the American Female Guardian Society.*	New York, N. Y. (29 East 29th street).	1849	1854	Mrs. L. B. Ely, principal of Industrial School No. 1.	Non-sect	0	42	69,758
34	St. Joseph's Industrial Home	New York, N Y. (East 81st street).	1858	1869	M. M. Gertrude	R. C	.....	12	*1,900
35	St. Vincent's Industrial School	New York, N. Y. (343 W. 42d street).	1856	1856	Sister M. Helena	R. C	.....	8	.....
36	Wilson Industrial School for Girls and Mission	New York, N. Y. (125 St. Mark's place).	1854	1853	Miss Emily Huntington, matron	Non-sect	.....	4	3,000
37	The Industrial School of Rochester*	Rochester, N. Y	1857	1857	Miss C. A. Hamilton, matron	Non-sect	0	2	.....
38	House of the Good Shepherd*	Tomkins Cove, N. Y	1870	1866	Rev. E. Gay, jr	P. E	1	1	296
39	Industrial School and Home (Children's Aid Society).*	Cleveland, Ohio	1865	1865	William Sampson	Non-sect	.....	2	800
40	St. Luke's Sewing School	Marietta, Ohio	1871	1870	Miss S. B. McFarland, president	P. E	.....	6	500
41	Warren Street Mission Sewing School No. 3*	Marietta, Ohio	.....	1877	Mrs. Catharine A. Ewing	Non-sect	.....	2	150
42	Toledo Industrial School	Toledo, Ohio	1875	1874	Miss Mary C. Dickinson, president	Non-sect	.....	1	.....
43	House of Industry Colored School*	Philadelphia, Pa	.....	1848	Jane S. Street, principal	.....	.....	3	.....

42	Toledo Industrial School	Toledo, Ohio	1875	1874	Miss Mary C. Dickinson, president	Non-sect		2	150
43	House of Industry Colored School*	Philadelphia, Pa		1848	Jane S. Street, principal	Non-sect		1	
								3	
44	Industrial Home for Girls*	Philadelphia, Pa	1859	1858	Mrs. Reeves, matron	Non-sect		1	496
45	West Philadelphia Industrial School of the Immaculate Conception.*	Philadelphia, Pa. (39th and Pine streets).	1858		Mother Mary of St. Ignatius	R. C	0	12	1,200
46	Girl's Industrial Home*	Knoxville, Tenn	1879	1873	Mrs. William Aiken, president	Non-sect			60
47	Knoxville Industrial School	Knoxville, Tenn			Emily L. Austin	Non-sect			
48	Miller Manual Labor School	Batesville, Va		1878	C. E. Vawter, M. A		5	1	104
49	School of the Good Shepherd*	Lawrenceville, Va		1879	Mrs. F. E. Buford	P. E	1	1	160
50	House of the Good Shepherd	Milwaukee, Wis	1877			R. C			
51	Industrial Home School	Georgetown, D. C	1872	1864	Leverett Barnes	Non-sect	3	2	936

*From Report of the Commissioner of Education for 1879. a Also sewing committees, who superintend and aid in the sewing department. b In 1879.

TABLE XXII.—PART 3.—*Statistics of industrial schools*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
1	Sewing School, Union for Home Work				Sewing; the older girls receive instruction in housework and cookery.	
2	Burr Mission Industrial School*			Endowment	Sewing, knitting, crocheting, &c.	
3	Home Industrial School*	No limit	Destitution	Endowment	General housework, sewing, and knitting.	
4	Railroad Mission Industrial School*	7–18		By First Presbyterian Church.	Sewing	
5	Girls' Industrial School (Women's Christian Home Mission).	5–16		Voluntary contributions	Sewing and kindred branches	
6	Busy Bee	Under 18		Donations	Knitting and various kinds of needlework.	
7	House of the Angel Guardian.	2–15		Contributions and labor of inmates.	House duties, fine sewing, embroidery, lace making, knitting, &c.	
8	Industrial School					
9	Industrial School (House of the Good Shepherd).*					
10	St. Elizabeth's House of Industry*				Useful trades	
11	Maine Industrial School for Girls*	7–15		State appropriation and donations.	Housekeeping and sewing	Homes in families.
12	St. Luke's Sewing School	Over 6		Voluntary contributions	Plain sewing	
13	Industrial School for Colored Girls			Contributions, subscriptions, and proceeds of entertainments.	Sewing, housework, waitress's work, cookery, and washing.	Placed at service.
14	St. Joseph's House of Industry	14	Must be of blameless character.	By industry of inmates	Dressmaking, tailoring, shirt making, embroidery, plain sewing, and millinery.	Situations are provided.
15	St. Mary's Industrial School for Boys	8–16		Appropriations, contributions, and labor of inmates.	Farming, gardening, printing, shoemaking, blacksmithing, carpentry, tailoring, basket making, baking, and bottle covering.	Indentured, furnished homes, or returned to friends.
16	Industrial School for Girls*	6–10		Donations, subscriptions, and legacies.	All domestic duties, sewing, knitting, &c.	Girls are under guardianship of the managers until 21 years of age.

17	Industrial Schools (Boston North End Mission).[a]	No limit		Donations, proceeds of fair, &c.	Sewing	
18	North End Industrial Home	No limit	Need of employment and care.	Subscriptions, collections, private charity, &c.	There are eleven departments of work in the Home, including laundry, sewing rooms, the boys' workshop, printing office, cookery school, kitchen garden, &c.	
19	Detroit Industrial School*		Poverty	Contributions and rents	House duties and sewing	
20	Good Shepherd Industrial School for Girls*			Contributions, labor of inmates, and tuition fees.	Laundry work, fancy work, and plain sewing.	
21	Industrial School (St. Joseph's Convent of Mercy).	10		Contributions, industry of inmates, &c.	General housework, sewing, knitting, &c.	Provided with situations.
22	Industrial Schools (Children's Friend Society).*	4–14		Contributions and interest on invested funds.	Domestic duties and sewing	Girls are put out to service.
23	Brooklyn Industrial School Association and Home for Destitute Children.			Subscriptions, board of inmates, excise fees, interest on investments, and proceeds of fair.	Sewing and kitchen garden work.	
24	Eastern District Industrial School					
25	Industrial School of the Sisters of Mercy					
26	Industrial Schools (Children's Aid Society)	Under 13		Voluntary contributions	Sewing, knitting, and kitchen garden work.	Placed in good families.
27	St. Paul's Industrial School					
28	Children's Aid Society Industrial Schools		Destitution	State appropriations and contributions.	Sewing; there is a kitchen garden class in the Thirty-fifth street school.	Teachers look after them.
29	Five Points House of Industry	2½–13		Appropriation, contributions, and board of children.	Sewing, type-setting, kitchen garden work, &c.	Placed in homes or returned to friends.
30	Industrial Home of the Hebrew Orphan Asylum.				Printing and shoemaking	
31	Industrial School of St. Augustine's Chapel.			Church appropriation	Hand and machine sewing, embroidery, cutting, &c.	
32	Industrial School of the United Relief Works of the Society for Ethical Culture.				Rudimentary principles of mechanical operations.	
33	Industrial Schools of the American Female Guardian Society.*	5–21	Destitution	Appropriations from school fund and contributions.	Sewing	
34	St. Joseph's Industrial Home	3	Destitution and good character.	Appropriations, contributions, tuition fees, and board.	House duties, knitting, sewing, and use of sewing machine.	
35	St. Vincent's Industrial School	12		Industry of inmates and tuition fees.	Domestic work, hand and machine sewing, dress and cloak making.	
36	Wilson Industrial School for Girls and Mission.	5		Voluntary contributions	Sewing and kitchen garden work.	Provided with situations.
37	The Industrial School of Rochester*	Under 15		Board of children, contributions, and income from invested funds.	Housework	
38	House of the Good Shepherd*		Need of care and protection.	By donations	Housework, farmwork and gardening.	
39	Industrial School and Home (Children's Aid Society).*	4–16		Voluntary contributions	Agriculture, housework, knitting, and sewing.	Placed in homes until of age.

* From Report of the Commissioner of Education for 1879.

[a] Girls' Industrial School was not in active operation during the year 1880.

TABLE XXII.—PART 3.—*Statistics of industrial schools*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
40	St. Luke's Sewing School	7–15		Church contributions and donations.	Sewing	
41	Warren Street Mission Sewing School No. 3.*	6–14		By contributions	Sewing	
42	Toledo Industrial School		Indigence	Voluntary contributions	Domestic work and sewing	
43	House of Industry Colored School*	6		Private	Sewing	Placed in situations.
44	Industrial Home for Girls*	12 and over	Good health and virtuous record.	Voluntary contributions	Sewing, laundry, and housework.	Given two suits of clothing.
45	West Philadelphia Industrial School of the Immaculate Conception.*	5–21		Labor of inmates and tuition fees.	Domestic work, dressmaking, embroidery, and use of sewing machine.	Placed in situations in families or taken by friends.
46	Girls' Industrial Home*	2–12		Contributions and labor of inmates.	Domestic work and sewing	
47	Knoxville Industrial School			Contributions	Sewing and kitchen garden work	
48	Miller Manual Labor School	Under 18	Poverty and must be residents of the county.	Endowment	Domestic work, farming, printing, carpentry, telegraphy, and foundry work.	
49	School of the Good Shepherd*			Sustained by the P.E. Church	Sewing for girls	
50	House of the Good Shepherd		In need of protection or reformation.	Appropriation, donations, board, and labor of inmates.	Sewing	
51	Industrial Home School	6–14		Appropriation and labor of inmates.	General domestic work, gardening, carpentry, sewing, shoemaking and tree-box making.	Placed in families.

*From Report of the Commissioner of Education for 1879.

TABLE XXII.—PART 3.—*Statistics of industrial schools*—Continued.

	Name.	Amount of permanent funds.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—							
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		Number of volumes.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33
1	Sewing School, Union for Home Work	.....	a$18,004	a$14,347	.....	103	103	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		300	.....
2	Burr Mission Industrial School*	.....	b3,205	b3,205	42	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		b253	.....
3	Home Industrial School*	.....	.....	.....	10	20	.....	.....	.....	.....	15	.....	.....	.....	.....	.....	.....	.....		.....	.....
4	Railroad Mission Industrial School*	$100	150	150	.....	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
5	Girls' Industrial School (Women's Christian Home Mission).	0	.....	.....	0	350	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
6	Busy Bee	.....	25	24	25	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
7	House of the Angel Guardian	0	.....	.....	0	80	.....	.....	.....	.....	28	38	.....	.....	.....	.....	.....	.....		.....	.....
8	Industrial School	.....	.....	.....	25	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
9	Industrial School (House of the Good Shepherd)*	.....	.....	.....	.....	70	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
10	St. Elizabeth's House of Industry*	.....	.....	.....	.....	170	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
11	Maine Industrial School for Girls*	0	5,108	529	.....	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		700	125
12	St. Luke's Sewing School	0	100	100	0	175	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		250	0
13	Industrial School for Colored Girls	.....	419	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
14	St. Joseph's House of Industry	.....	.....	.....	.....	45	.....	.....	.....	.....	40	5	.....	.....	.....	.....	.....	.....		400	50
15	St. Mary's Industrial School for Boys	.....	42,304	65,464	379	.....	.....	.....	c180	c2	.....	.....	.....	379	379	275	.....	.....		*1,124	.....
16	Industrial School for Girls*	3,630	5,341	5,366	.....	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
17	Industrial Schools (Boston North End Mission)d	.....	a10,854	a9,538	.....	85	85	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
18	North End Industrial Home	.....	8,833	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
19	Detroit Industrial School*	.....	5,251	5,251	30	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		0	.....
20	Good Shepherd Industrial School for Girls*	.....	.....	.....	.....	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		150	.....
21	Industrial School (St. Joseph's Convent of Mercy)	0	.....	.....	.....	30	29	1	22	8	13	17	0	15	15	15	.....	.....		.....	.....
22	Industrial Schools (Children's Friend Society)*	14,300	2,598	2,589	(97)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		0	.....

*From Report of the Commissioner of Education for 1879.

a For all departments of work.

b Appears to include report on these items of the Sabbath school with which the industrial school is connected.

c Of those received during the year.

d Girls' Industrial School was not in active operation during 1880.

TABLE XXII.—PART 3.—*Statistics of industrial schools*—Continued.

	Name.	Amount of permanent funds.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—							
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		Number of volumes.	Increase in the last school year.
	1	15.	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33
23	Brooklyn Industrial School Association and Home for Destitute Children.	.....	a$115,415	$40,968	(554)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		0	.....
24	Eastern District Industrial School	.....	.....	.....	35	24	.....	.....	.....	.....	.....	.....	.....	59	59	59	.....	.....		.....	.....
25	Industrial School of the Sisters of Mercy	.....	.....	.....	.....	355	.....	.....	.....	.....	.....	.....	.....	257	257	257	.....	.....		.....	.....
26	Industrial Schools (Children's Aid Society)	$0	2,814	.....	260	271	.....	.....	.....	.....	.....	10	.....	.....	.....	.....	.....	.....		200	30
27	St. Paul's Industrial School	.....	(b)	(b)	.....	249	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
28	Children's Aid Society Industrial Schools	.....	c$205,583	c$204,340	(c969, 098)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		2,614	.....
29	Five Points House of Industry	0	45,489	43,796	386	237	.....	.....	.....	.....	13	141	.....	.....	.....	.....	.....	.....		1,200	100
30	Industrial Home of the Hebrew Orphan Asylum	.....	32,916	31,269	16	.....	.....	.....	.....	.....	4	12	.....	.....	.....	.....	.....	.....		.....	.....
31	Industrial School of St. Augustine's Chapel	.....	657	657	.....	682	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
32	Industrial School of the United Relief Works of the Society for Ethical Culture.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
33	Industrial Schools of the American Female Guardian Society.*	0	16,377	32,302	3,023	2,913	.....	.....	.....	.....	742	1,484	.....	.....	.....	.....	.....	.....		1,400	200
34	St. Joseph's Industrial Home	.....	60,758	60,629	195	378	.....	.....	.....	.....	30	150	.....	.....	.....	.....	.....	.....		*250	.....
35	St. Vincent's Industrial School	.....	.....	.....	.....	75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		508	.....
36	Wilson Industrial School for Girls and Mission	9,000	9,000	8,277	.....	300	.....	.....	.....	.....	60	150	.....	.....	.....	.....	.....	.....		.....	.....
37	The Industrial School of Rochester*	20,000	5,146	5,398	26	22	.....	.....	.....	.....	6	19	.....	.....	.....	.....	.....	.....		150	.....
38	House of the Good Shepherd*	0	5,000	5,000	20	20	.....	.....	.....	.....	19	41	.....	.....	.....	.....	.....	.....		600	.....
39	Industrial School and Home (Children's Aid Society).*	0	.....	7,434	40	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		176	.....
40	St. Luke's Sewing School	.....	.....	.....	0	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
41	Warren Street Mission Sewing School No. 3*	.....	.....	.....	.....	54	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
42	Toledo Industrial School	.....	1,000	1,000	35	36	.....	.....	.....	.....	1	26	.....	.....	.....	.....	.....	.....		.....	.....
43	House of Industry Colored School*	.....	.....	.....	56	73	.....	.....	.....	.....	8	25	.....	.....	.....	.....	.....	.....		.....	.....
44	Industrial Home for Girls*	0	2,352	2,598	0	26	26	.....	.....	.....	.....	.....	.....	26	26	26	0	0		.....	.....

45	West Philadelphia Industrial School of the Immaculate Conception.*	0	....	....	0	110	....	....	....	....	50	60	....	....	....	....	....	....	....	....	....	....	....	....	....
46	Girls' Industrial Home*	0	963	931	....	....	....	....	....	....	6	51	....	....	....	....	....	....	....	....	....	....	....	....	....
47	Knoxville Industrial School	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
48	Miller Manual Labor School	1,000,000	58,450	46,547	100	0	100	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
49	School of the Good Shepherd*	....	....	....	60	100	....	160	....	....	....	....	....	....	160	160	160	....	....	....	....	....	....	....	....
50	House of the Good Shepherd	0	6,136	....	0	50	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
51	Industrial Home School	0	5,682	4,402	51	30	....	....	....	....	3	49	....	....	....	....	....	....	....	....	....	....	300	150	....

* From Report of the Commissioner of Education for 1879.

a $62,800 for building fund and $9,620 for permanent investment fund are included.

b For report of these items see St. John's Home (Part 1 of this table).

c From report for the year ending November, 1879.

d For all departments of work.

e In 21 day schools and 11 night schools.

TABLE XXII.—*List of homes and asylums for orphan or dependent children, infant asylums, and industrial schools from which no information has been received.*

Name.	Location.
PART 1.—HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.	
Asylum for Girls	Los Angeles, Cal.
Pacific Hebrew Orphan Asylum and Home Society	San Francisco, Cal.
St. Boniface's Orphan Asylum	San Francisco, Cal.
St. Catharine's Orphan Asylum	Hartford, Conn.
St. James' Asylum	Hartford, Conn.
Atlanta Benevolent Home	Atlanta, Ga.
Methodist Orphans' Home	Atlanta, Ga.
St. Joseph's Orphanage	Washington, Ga.
White Bluff Female Orphanage	White Bluff, Ga.
Swedish Orphan Asylum	Andover, Ill.
Newsboys' and Bootblacks' Home	Chicago, Ill.
Nursery and Half-Orphan Asylum	Chicago, Ill.
Protestant Deaconess's Orphan Home	Jacksonville, Ill.
Home for the Friendless	Springfield, Ill.
Colored Orphan Asylum	Evansville, Ind.
Evansville Orphan Asylum	Evansville, Ind.
Ladies' Auxiliary Orphan Asylum Society	Evansville, Ind.
German Orphan Asylum	Dubuque, Iowa.
Kansas Orphan Asylum	Leavenworth, Kans.
Protestant Orphan Asylum	Leavenworth, Kans.
Presbyterian Orphans' Home Society of Louisville	Louisville, Ky.
Orphans' Home Society	La Tèche, La.
Half-Orphan Asylum	New Orleans, La.
Newsboys' Lodging Home	New Orleans, La.
St. Louis Female Orphan Asylum	New Orleans, La.
St. Mary's Catholic Orphan Boys' Asylum	New Orleans, La.
Orphans' Home	Bath, Me.
Henry Watson Children's Aid Society	Baltimore, Md.
Johns Hopkins Colored Orphan Asylum	Baltimore, Md.
Kelso Orphan Home	Baltimore, Md.
St. Anthony's Asylum	Baltimore, Md.
St. James' Home for Homeless Children	Baltimore, Md.
St. Paul's Orphan Asylum	Baltimore, Md.
St. Peter's Asylum for Female Children	Baltimore, Md.
Shaw's Asylum for Mariners' Children	Jamaica Plain, Mass.
Home for Young Women and Children	Lowell, Mass.
N. E. County Home for Orphan and Homeless Children	Winchendon, Mass.
St. Anthony's Male Orphan Asylum	Detroit, Mich.
St. Vincent's Orphan Home	East Saginaw, Mich.
Orphan Asylum	Marquette, Mich.
German Orphan Asylum	St. Paul, Minn.
St. Joseph's Orphan Asylum	St. Paul, Minn.
Home for the Friendless	Hannibal, Mo.
Southern Methodist Orphan Home	St. Louis, Mo.
Street Boys' Home	St. Louis, Mo.
Nevada Orphan Asylum	Virginia City, Nev.
Orphan Asylum	Manchester, N. H.
St. Michael's Orphan Asylum	Jersey City, N. J.
Children's Home	Trenton, N. J.
Davenport Female Orphan Institute	Bath, N. Y.
Orphans' Home	Brooklyn, N. Y.
St. Vincent's Home for Homeless and Destitute Boys	Brooklyn, N. Y.
Catholic Home	Buffalo, N. Y.
Church Charity Foundation	Buffalo, N. Y.
St. Mary's Orphan Asylum	Canandaigua, N. Y.
St. John's Orphan Asylum	Greenbush, N. Y.
Home of the Friendless	Lockport, N. Y.
St. Johnland	Long Island, N. Y.
Children's Home	Newburgh, N. Y.
Montefiero Widow and Orphan Benefit Society	New York, N. Y.
St. Vincent's Home for Homeless Boys of all Occupations	New York, N. Y.
Union Home and School	New York, N. Y.
St. John's Orphanage	Ogdensburg, N. Y.
St. Joseph's Asylum and House of Providence	Syracuse, N. Y.
Home for the Friendless and Female Guardian Society	Cincinnati, Ohio.
Home for the Friendless	Columbus, Ohio.
Orphans' Home	Dayton, Ohio.
St. Vincent's Orphan Asylum	Toledo, Ohio.
Bridgewater Soldiers' Orphan Home	Bridgewater, Pa.
St. Joseph's Orphan Asylum	Erie, Pa.
Church Home	Lancaster, Pa.
Home for the Friendless	Lancaster, Pa.
Mount Joy Soldiers' Orphan School	Mount Joy, Pa.
St. Paul's Roman Catholic Orphan Asylum	Pittsburgh, Pa.
Women's Christian Association of Pittsburgh and Allegheny	Pittsburgh, Pa.
Orphans' Home of the Evangelical Lutheran Church	Rochester, Pa.
Home for Friendless Children	Wilkes-Barre, Pa.
Orphans' Farm School	Zelienople, Pa.

TABLE XXII.—*List of homes and asylums for orphans, &c.*—Continued.

Name.	Location.
PART 1.—HOMES AND ASYLUMS, &c.—Continued.	
Home for Friendless and Destitute Children	Newport R. I.
Hebrew Orphan Society	Charleston, S. C.
Palmetto Orphan Home	Columbia, S. C.
Leath Orphan Asylum	Memphis, Tenn.
Memphis Bethel	Memphis, Tenn.
St. Peter's Orphan Asylum	Memphis, Tenn.
Lynchburg Female Orphan Asylum	Lynchburg, Va.
Friends' Asylum for Colored Orphans	Richmond, Va.
St. John's Orphanage	Washington, D. C.
Washington City Orphan Asylum	Washington, D. C.
PART 2.—INFANT ASYLUMS.	
Infant Foundling Asylum	Covington, Ky.
St. Vincent's Infant and Foundling Asylum	Louisville, Ky.
St. Elizabeth's Home for Colored Infants	Baltimore, Md.
St. Vincent's Infant Asylum	Baltimore, Md.
New York Foundling Asylum Society	New York, N. Y.
St. Barnabas Day Nursery	New York, N. Y.
St. Vincent's Home	Philadelphia, Pa.
PART 3.—INDUSTRIAL SCHOOLS.	
Industrial Home or Home for the Friendless	Savannah, Ga.
Boys' Industrial School	St. Paul, Minn.
Girls' Industrial School	St. Paul, Minn.
Blind Girls' Industrial Home	St. Louis, Mo.
Girls' Industrial Home	St. Louis, Mo.
Industrial School of the House of the Good Shepherd	St. Louis, Mo.
St. Joseph's Industrial School	Albany, N. Y.
St. Mary's Academy and Industrial School	Buffalo, N. Y.
Industrial Home	Kingston, N. Y.
New York House and School of Industry	New York, N. Y.
Free Sewing School	Marietta, Ohio.
Pennsylvania Industrial Home for Blind Women	Philadelphia, Pa.
Pennsylvania Working Home for Blind Men	Philadelphia, Pa.
St. Rose's Industrial School	Washington, D. C.

TABLE XXII.—*Memoranda.*

Name.	Location.	Remarks.
ORPHAN HOMES AND ASYLUMS.		
Home of the Friendless	Evansville, Ind.	A home for unfortunate and friendless women.
Orphans' Home	Frankfort, Ky	Closed.
Temporary Home for the Destitute	Boston, Mass.	In no sense educational.
St. Paul's Female Orphan Asylum or Industrial School.	Brooklyn, N. Y.	See St. Paul's Industrial School, Part 3.
Home for the Friendless	Rochester, N. Y	Exclusively a home for old ladies.
Home for the Homeless	Utica, N. Y.	A home for aged women.
Union Bethel and Newsboys' Home	Cincinnati, Ohio	In no sense educational.
Carolina Orphan House	Spartanburg, S. C.	Reported as suspended in 1879; no further information received.
INDUSTRIAL SCHOOLS.		
Preble Chapel Sewing School	Portland, Me	Closed.
Protestant Industrial School	Cincinnati, Ohio	Closed.
Industrial School	Mineral Ridge, Ohio	Not in existence.
Philadelphia Lying-in Charity and Nurse School.	Philadelphia, Pa.	See Table XVII.

TABLE XXIII.—*Statistics of art instruction for* 1879-'80: *from*

PART I.—INSTITUTIONS AFFORDING ART INSTRUC

	Name.	Location.	By whom owned.	When founded.	By whom founded.
	1	2	3	4	5
1	School of Design of the San Francisco Art Association.	San Francisco, Cal.	The Art Association.	1873	The Art Association.
2	Yale School of the Fine Arts.	New Haven, Conn.	Corporation of Yale College.	1864	Augustus R. Street.
3	Illinois Industrial University.	Champaign, Ill.	Illinois Industrial University.	b1870	The State.
4	Art Schools of Chicago Academy of Design.	Chicago, Ill.	Corporation of Academy of Design.	1869	The Academy.
5	Art Schools of Chicago Academy of Fine Arts.	Chicago, Ill.	The Academy.	1879	Citizens of Chicago.
6	Classes of the Chicago Society of Decorative Art.	Chicago, Ill.	The Society.	1877	Ladies of Chicago.
	C				
7	Decorative Art Society, Instruction Department.	Baltimore, Md.	.....	1878	Citizens of Baltimore.
8	Maryland Institute Schools of Art and Design.	Baltimore, Md.	Maryland Institute	1848	Maryland Institute.
	1. Night School of Design.	Baltimore, Md.	Maryland Institute	1848	Maryland Institute.
	2. Day School of Art and Design.	Baltimore, Md.	Maryland Institute	1860	Maryland Institute.
9	Lowell School of Practical Design. c	Boston, Mass.	Massachusetts Institute of Technology.	1872	Trustee of Lowell Institute.
10	Massachusetts Institute of Technology, Department of Architecture.	Boston, Mass.	Massachusetts Institute of Technology.	d1861	William B. Rogers and others.
11	Massachusetts Normal Art School.	Boston, Mass.	By the State.	1873	By the State.
12	Schools of Drawing and Painting, Museum of Fine Arts.	Boston, Mass.	The committee.	1876	Permanent committee of citizens.
13	Art Classes of Smith College.	Northampton, Mass.	By the college.	1877	Trustees.
14	Art Association, Drawing Classes.	Springfield, Mass.	The association.	1879	E. C. Gardner, W. S. Shurtleff, William Rice, and others.
15	Worcester County Free Institute of Industrial Science.	Worcester, Mass.	By the corporation	1865	John Boynton.
16	St. Louis School and Museum of Fine Arts, Washington University.	St. Louis, Mo.	Washington University.	1874	Washington University.
17	Manchester Art Association.	Manchester, N. H.	The Art Association.	1871	William W. Colburn, F. French, H. W. Herrick, and others.

a Expenses of school in excess of income from tuition fees met by funds of the Art Association.
b University founded in 1867, school of architecture in 1870, art gallery in 1874, school of design in 1876.
c This course of free instruction, open to both sexes, is provided by the trustee of the Lowell Institute, and is in the rooms and under the direction of the Institute of Technology.

replies to inquiries by the United States Bureau of Education.

TION. INCLUDING ALL TRAINING IN INDUSTRIAL ART.

Purpose of institution.	Amount of endowment.	Income for last year.		Expenditure for last year.		
		Amount.	Source.	Amount.	Object.	
6	7	8	9	10	11	
Instruction in art		$3,169 45	Tuition fees	a$2,807 30 362 15	Salaries and wages Material for instruction.	1
Technical and critical instruction in the arts of design, painting, sculpture, and architecture.	$86,000	5,300 00 200 00 3,000 00	Endowment Donations All other	6,400 00 300 00 200 00 100 00	Salaries and wages Repairs, etc Collections Material for instruction.	2
To educate architects and industrial designers.						3
The founding and maintenance of schools of art.						4
Instruction in drawing, painting, and design.		2,400 00 2,800 00	Tuition fees Donations	850 00 1,250 00 3,100 00	Rent, etc Collection and material for instruction. Salaries and wages	5
To instruct and aid workers in decorative art.		823 00 656 00 635 00 237 00	Tuition fees Donations Members' dues Commissions on sales.	1,331 00 750 00 265 00	Salaries and wages Rents, etc Material for instruction.	6
Training in artistic industries.						7
The promotion of mechanic arts.						
Training in elementary and mechanical drawing.	10,000	3,000 00 1,752 42	State grant All other sources	2,450 00 574 62	Salaries and wages Material for instruction.	8
Instruction in drawing and painting.						
Training in practical designing for manufactures.		3,000 00	The Lowell fund	3,000 00	Salaries and material for instruction.	9
Thorough instruction in architecture. *e*	(*f*)			3,850 00	Salaries and wages	10
Training school for teachers of industrial drawing.		3,006 75 16,925 00	Tuition fees State appropriation.	11,050 00 8,120 00 2,121 54	Salaries and wages Rent, etc Material for instruction.	11
Instruction in drawing and painting.		7,087 29	Tuition fees and donations.	5,968 50 1,241 33	Salaries and wages Material for instruction, etc.	12
Instruction in drawing and painting.			Tuition fees		Salaries, etc	13
To promote knowledge and skill in art.		00 00 2,006 54	Donations All other sources	505 96 1,426 56 98 69	Salaries and wages Rent, repairs, etc Material for instruction.	14
Practical application of science and art to the industrial arts.	630,000	22,000 00 2,000 00	Endowment Donations	24,050 00	All purposes	15
Art education		1,000 00 4,000 00	Donations All other sources	3,000 00 1,000 00 1,000 00	Salaries and wages Collections Material for instruction.	16
To promote knowledge and skill in art.		200 00	All sources	141 23 107 20	Rent Collections	17

d Date of founding "The Institute;" department of architecture established in 1865, opened for students in 1868.

e Full courses occupy four years each.

f As this is only one of several departments of the Institute of Technology, it is not possible to make for it a separate financial statement.

TABLE XXIII.—PART 1.—*Statistics of institutions affording art instruction,*

	Name.	Location.	By whom owned.	When founded.	By whom founded.
	1	2	3	4	5
18	The Free School of Design of the Brooklyn Art Association.	Brooklyn, N. Y.	Stockholders	1861	Stockholders
19	Cornell University, courses in architecture, mechanic arts, engineering, etc.	Ithaca, N. Y	Cornell University	1865	State of New York and Ezra Cornell.
20	Art Students' League	New York, N. Y	Members	1875	Advanced pupils of the National Academy of Design
21	Cooper Union Art Schools: [b]				
	1. Woman's Art School	New York, N. Y	Trustees of Cooper Union.	1852	Ladies of New York
	2. The Free School of Art	New York, N. Y	Trustees of Cooper Union.	1857	Peter Cooper
22	Ladies' Art Association	New York, N. Y	The Association	1870	Mrs. Mary Stronghtarm Pope and Mrs. Henry Peters Gray.
23	Society of Decorative Art	New York, N. Y	The Society	1877	Six ladies of New York City.
24	National Academy of Design.	New York, N. Y	Corporation of Academicians.	1826	Artists of New York
25	School of Design, Vassar College.	Poughkeepsie, N. Y	Vassar College	1877	The trustees
26	College of Fine Arts of Syracuse University.	Syracuse, N. Y	Syracuse University.	1872	Syracuse University
27	School of Design of the University of Cincinnati.	Cincinnati, Ohio	City of Cincinnati.	1869	City of Cincinnati
28	Women's Art Museum Association.	Cincinnati, Ohio	Ladies of Cincinnati.	1877	An association of women.
29	School of Design, Ohio Mechanics' Institute.	Cincinnati, Ohio	The Institute	[c]1856	By the directors of Institute.
30	Columbus Art School	Columbus, Ohio	Columbus Art Association.	1879	Art Association
31	Toledo University of Arts and Trades.	Toledo, Ohio	Trustees of University.	1872	Jesaup W. Scott, Susan Scott, and William Raymond.
32	Franklin Institute Drawing Classes.	Philadelphia, Pa	Franklin Institute.	1824	Franklin Institute
33	Art Classes of the Pennsylvania Academy of the Fine Arts.	Philadelphia, Pa	Stockholders of the academy.	1806	71 citizens

[a] Full courses occupy four years each. [b] The statistics of the Cooper Union schools are for the year 1878–'79. [c] Derived from endowment of $150,000 and from rents of Cooper Union Building; whole income for 1878, $41,022.79; expenditure, $44,965.26. [d] All expenses pertaining to the occupation of the building are included in the general expenses of the Cooper Union.

including all training in industrial art, etc., for 1879–'80—Continued.

Purpose of institution.	Amount of endowment.	Income for last year.		Expenditure for last year.		
		Amount.	Source.	Amount.	Object.	
6	7	8	9	10	11	
Encouragement of art and artists.	.....	.....	Municipal grant. All other sources	....	Salaries and wages... Exhibition, schools, etc.	18
Instruction in architecture, mechanic arts, engineering, etc. *a*	.....	.....	.....	$9,500 00 475 00	Salaries..... Material for instruction.	19
To afford facilities for high art training and promote fellowship among artists.	.....	$7,400 00	All sources	2,360 00 1,900 00 500 00 200 00	Salaries and wages. Rent, etc..... Collections..... Material for instruction.	20
To furnish to women free instruction in the arts of design.	.....	.....	Cooper Union revenues. *c*	7,525 67	Salaries *d*	21
Advancement of science and art.	.....	.....	Cooper Union revenues.	6,000 00	Salaries, etc.....	
To advance the interests of women artists and art students.	....	..... 50 00 637 33	Annual fees of members. Donations..... Other sources...	..... 167 49 530 00	..... Wages, etc..... Rent.....	22
Exhibition and sale of artistic and decorative work, and to afford training in many branches of artistic and decorative industries.	.....	76 00 21,129 77	Donations..... Subscriptions and commissions.	50 00 2,738 00 13,256 34 12,507 04	Material for instruction. Rents, etc..... Cost of material for manufactures. Salaries and wages...	23
To advance art by public exhibitions and free art schools.	$50,000	.....	Endowment and exhibitions.	.....	Exhibitions, schools, etc.	24
For instruction in drawing, painting, and modelling.	.....	.....	.....	.....	.....	25
To afford instruction in all the fine arts. *a*	.....	8,200 00	All sources	7,800 00 120 00	Salaries and wages... Material for instruction.	26
To teach painting, sculpture, and carving, and for improvement in the industrial arts.	109,500	6,160 00 3,637 42	Endowment..... All other sources	7,100 00 2,697 42	Salaries and wages... Rents, etc.....	27
To promote interest in the application of art to industry; and ultimately to establish an art museum.	.....	3,626 20	Members' dues, donations, etc.	1,000 00 1,000 00	Salaries and wages... Rent, etc.....	28
Advancement of science and art.	.....	.....	.....	945 00 196 21	Teachers' salaries.... Sundries for school...	29
To provide instruction in all branches of art at the least possible cost to students.	.....	*f*1,971 66	All sources	1,785 00	Salaries, etc.....	30
To promote knowledge in the arts and trades, and their related sciences.	250,000	.....	.....	.....	.....	31
The promotion of the mechanic arts.	.....	.....	.....	.....	.....	32
To educate students of art.	500	.....	.....	*g*2,231 66	All purposes	33

a The Ohio Mechanics' Institute was founded in 1828.

b This is directly for schools; much of the necessary expense is included in the general expenses of the academy.

c The rent of rooms was also donated.

TABLE XXIII.—PART 1.—*Statistics of institutions affording art instruction,*

	Name.	Location.	By whom owned.	When founded.	By whom founded.
	1	2	3	4	5
34	Philadelphia School of Design for Women.	Philadelphia, Pa ..	The corporation....	1847	Mrs. Sarah Peter.....
35	The Pennsylvania Museum and School of Industrial Art.	Philadelphia, Pa ..	Trustees	1876	Citizens of Philadelphia.
36	Pittsburgh School of Design for Women.	Pittsburgh, Pa	The corporation...	1865	Citizens of Pittsburgh.
37	Rhode Island School of Design.	Providence, R. I....	The association	1877	Women's Centennial Commission.
38	Art School of the Washington Art Club.	Washington, D. C .	The Art Club	1879	The Art Club .....

a The statement of income and expense of the Philadelphia School of Design for Women is for the year beginning January 1, 1880.

including all training in industrial art, for 1879–'80, *etc.*—Continued.

Purpose of institution.	Amount of endowment.	Income for last year.		Expenditure for last year.		
		Amount.	Source.	Amount.	Object.	
6	7	8	9	10	11	
Thorough industrial art education for women.	-	a$425 50	Interest	$18 51	Material	34
		3,000 00	State grant	2 50	Repairs	
		5,440 00	Tuition fees	5,745 00	Salaries and wages	
		70 00	Other sources	910 94	Sundries for school	
The development of art industries by thorough instruction in industrial art.		(b)		3,002 46	Maintenance of schools	35
Education in art		950 00	Donations	115 68	Material	36
		1,514 47	All other sources	600 00	Rent, etc	
				1,560 00	Salaries and wages	
Instruction of artisans in industrial art, also the systematic training of students in the fine arts.	$2,000	120 00	Interest on fund	4,200 00	Salaries and wages	37
		200 00	Donations	800 00	Rent	
		300 00	Members' dues	800 00	Collections	
		3,600 00	Other sources	200 00	Material for instruction.c	
Instruction in drawing and painting.						38

b For general income and expenditure, see items in table of museums. c A large amount of material was loaned or given, amounting in value to $2,000.

TABLE XXIII.—PART 1.—*Statistics of institutions affording art instruction,*

	Name.	Principal.	Value of building.	Number of studios.	Number of special rooms for study.	Conditions of attendance.	
						Age.	Other.
	1	12	13	14	15	16	17
1	School of Design of the San Francisco Art Association	J. R. Martin, assistant secretary of association, Virgil Williams, director of school.	.....	....	2	14 years.	A satisfactory examination and tuition fees.
2	Yale School of the Fine Arts.	Prof. John F. Weir, director.	a$225,000	6	7	Over 15..	.....
3	Illinois Industrial University.	J. M. Gregory, LL. D., president of university; Prof. Peter Roos, in charge of School of Art and Design.	.....	....	5	.....	Open to all students of the university.
4	Art Schools of Chicago Academy of Design.	J. C. Cochrane, president; Enoch Root, corresponding sec'y.	.....	....	.....	.....	.....
5	Art Schools of Chicago Academy of Fine Arts.	W. M. R. French, secretary.	.....	....	4	.....	.....
6	Classes of the Chicago Society of Decorative Art.	Mrs. J. Y. Scammon, president; Prof. Baumgras, principal.	.....	....	.....	.....	.....
7	Decorative Art Society, Instruction Department.	J. J. Jackson, secretary; Hugh Newell, director.	.....	....	3	.....	.....
8	Maryland Institute Schools of Art and Design.	James H. Bond, president; Carroll Spence, chairman committee on schools.	75,000	8	5	.....	.....
	1. Night School of Design.	Hugh Newell, principal.	.....	....	.....	.....	Membership in institute.
	2. Day School of Art and Design.	Hugh Newell, principal.	.....	....	.....	.....	Tuition fees.....
9	Lowell School of Practical Design, Boston, Mass.	Charles Kastner.....	.....	....	1	.....	Proficiency in free hand drawing, etc.
10	Massachusetts Institute of Technology, department of architecture.	William R. Ware, S. B., professor of architecture.	.....	....	4	16 years.	Satisfactory examination.
11	Massachusetts Normal Art School.	Prof. Walter Smith, State art director; William T. Meek, curator.	.....	....	12	Over 16..	Proficiency in elementary drawing.
12	School of Drawing and Painting, Museum of Fine Arts, Boston, Mass.	Prof. William R. Ware, sec'y; Otto Grundmann and F. Crownshield, instructors.	.....	....	5	.....	Responsible reference and regular attendance.
13	Art Classes of Smith College.	J. W. Champney.....	.....	....	.....	.....	.....
14	Drawing Classes of the Springfield Art Association.	E. C. Gardner, corresponding secretary association; Geo. N. Bowers, instructor.	.....	....	.....	.....	Membership and payment of tuition fees.
15	Worcester County Free Institute of Industrial Science.	Prof. C. O. Thompson..	105,000	....	2	16 years.	Satisfactory examination.
16	St. Louis School and Museum of Fine Arts, Washington University.	Prof. Halsey C. Ives, director.	.....	.....	.....	.....	.....

a Site estimated at $25,000 in addition.

b The public is admitted to these lectures on the payment of 50 cents admission fee. There are also weekly lectures to students throughout the year in each department. The students are admitted to all lectures free.

including all training in industrial art, etc., for 1879–'80—Continued.

Branches of instruction.	Annual expense of tuition.	Lectures delivered.		
		Number.	Subject.	
18	19	20	21	
Drawing and painting	$72, $90	3 courses	Anatomy, perspective, color, etc.	1
Drawing, painting, perspective, anatomy, architecture, life school, history and theory of art.	100	Daily *b*	On topics directly related to current work of the school.	2
Drawing, water colors, wood carving, clay modelling, architecture, history and principles of art.	Free to university students. *c*	2 courses	History of architecture, æsthetics, perspective, principles of design, and decoration.	3
				4
Drawing, painting, perspective, artistic anatomy, and life school.	$25 per term of 12 weeks.	1 course	Artistic anatomy, $10 per course of 20 lectures.	5
Drawing, painting in oil and water and on porcelain, wood carving, and Kensington art needlework.		Semi-weekly	Perspective, mythology in relation to art, the old masters.	6
Charcoal drawing, water color, china painting, theory of design, and art needlework.	$10 per course, 24 lessons.			7
Elementary mechanical and architectural drawing.	$3 and members' fees.			8
Free hand drawing, drawing from the antique and from the draped model, painting in oil and water colors.	$25	Weekly	Perspective, ornamental drawing, and decoration.	
Practical designing for textile fabrics.				9
Free hand, mechanical, and architectural drawing, with the history, theory, and science of practical architecture.	200		Series on perspective, shadows, ornament, composition, and the history and theory of architecture.	10
Industrial drawing, machine drawing, ship draughting, painting, modelling, designing, anatomy, sculpture, and figure painting from the antique and life.	(*d*)	Several courses	Architecture and building construction, machine drawing, geometric drawing, perspective, anatomy, sculpture, historic schools of painting, laws of ornament, &c.	11
Charcoal and crayon drawing and painting from the antique and from life.	90	150, 4 or 5 each week.	Anatomy, history and theory of art, architecture, mythology, costumes, shades, shadows, and perspective.	12
Drawing and painting			Courses on architecture, perspective, and anatomy.	13
Drawing, modelling, china painting, and Kensington embroidery.	$5 and $10 per term of 20 lessons.	10	Relating to art; free to members; to others, 25 cents.	14
Free hand and mechanical drawing, coloring, etc.	(*e*)			15
Free hand, mechanical, and architectural drawing, painting, wood carving, and modelling.	$30	36	Art history and kindred subjects; free to the public. Class lectures to the students each week.	16

c Except for higher drawing and painting; fee for these, $10 per term and $10 incidentals.
d Free to citizens of Massachusetts; $50 per annum to others.
e Free to students of Worcester County and to 23 State students; $150 per annum to others.

TABLE XXIII.—PART 1.—*Statistics of institutions affording art instruction,*

	Name.	Principal.	Value of building.	Number of studios.	Number of special rooms for study.	Conditions of attendance.	
						Age.	Other.
	1	12	13	14	15	16	17
17	Manchester Art Association.	George W. Stevens, president; Joseph B. Sawyer, secretary.	.....	....	....	.....	Membership .....
18	The Free School of Design of the Brooklyn Art Association.	E. M. Lowe, secretary association; George O. Annable, principal.	$125,000	....	....	.....	Desire for improvement.
19	Cornell University, courses in architecture, mechanic arts, engineering, etc.	Andrew D. White, president university; Prof. Charles Babcock, dean of College of Architecture.	a30,000	....	11	16	Satisfactory examination.
20	Art Students' League, New York.	J. S. Hartley, presid't; F. Waller, corresponding secretary.	.....	....	4	.....	Membership or satisfactory examination.
21	Cooper Union Art Schools, New York.	Prof. J. C. Zachos, curator.	b630,000	....	....	.....	....
	1. Woman's Art School.	Mrs. Susan N. Carter..	.....	....	7	16 to 35	Responsible reference as to character, &c.
	2. The Free School of Science and Art (drawing classes).	F. G. Tisdall, jr., PH. D., director.	.....	....	....	Over 15.	Letter of recommendation.
22	Ladies' Art Association, New York, N. Y.	Mrs. Fred'k W. Downer, corresponding secret'y; Miss Alice Donlevy, chairman committee on classes.	.....	....	4	.....	Membership .....
23	Society of Decorative Art, New York.	Mrs. Richard M. Hunt, president; Mrs. Mary Cadwalader Jones, secretary.	.....	....	3	....	Desire for improvement.
24	National Academy of Design, New York.	L. E. Wilmarth, N. A., director.	d250,000	....	4	.....	Proficiency in elementary drawing.
25	School of Design, Vassar College.	Prof. Henry Van Ingen	.....	....	2	15	Satisfactory examination.
26	College of Fine Arts of Syracuse University.	Prof. George F. Comfort, dean.	.....	....	6	.....	Satisfactory examination.
27	School of Design of the University of Cincinnati.	Thomas S. Noble, principal; Thomas Vickers, rector of university.	.....	....	8	14 years .	Responsible reference.
28	Women's Art Museum Association.	Mrs. E. W. Perry, president of association.	.....	3	....	.....	Payment of tuition
29	School of Design, Ohio Mechanics' Institute.	John B. Heich.....	.....	....	....	.....	.....
30	Columbus Art School, Columbus, Ohio.	W. S. Goodnough, director.	.....	....	2	.....	Tuition fees .....
31	Toledo University of Arts and Trades.	Charles J. Shipley	.....	....	....	.....	.....
32	Franklin Institute Drawing Classes, Philadelphia, Pa.	Isaac Norris, M. D., secretary of Institute; Philip Pister, M. E., director of drawing classes.	.....	3	....	.....	.....

a Value of Sibley College building.
b Cost of building; present estimated value of building and site, $2,000,000.
c An afternoon pay class meets three times a week, tuition $15 for 30 lessons: also, lessons in pottery painting, $3 per course.

including all training in industrial art, etc., for 1879–'80—Continued.

Branches of instruction.	Annual expense of tuition.	Lectures delivered.		
		Number.	Subject.	
18	19	20	21	
Free hand, mechanical, and architectural drawing.				17
Drawing from the antique; sketching and painting.	Free			18
Free hand, mechanical, architectural drawing, etc.	$75	Daily	Architecture, engineering, mechanic arts, etc.	19
Drawing from the antique and from the nude and draped model; classes in perspective, composition, and sketching; classes in portrait painting, modelling, and artistic anatomy.		2 courses	Perspective and artistic anatomy.	20
Drawing, painting, engraving, photography, and normal art instruction.	Free *c*	3 courses	Anatomy, history of art, and perspective.	21
Free hand, mechanical, and architectural drawing, drawing from life and cast, clay modelling, etc.	Free			
Figure painting and drawing; painting in oil and water colors, and decorative art, painting on porcelain, designing for embroidery, and embroidery.			Essays on art, especially as applied to decoration.	22
Painting on china and silk, art needlework.				23
Antique and life schools, school of painting, anatomy, and perspective.	Free		Annual course on art subjects; free.	24
Drawing, painting, and modelling	$100	Several courses	Anatomy, perspective, laws of ornament, and history of the fine arts.	25
Architecture, painting, engraving, free hand drawing, modelling, and photography.	100	7 courses	Æsthetics, history of fine arts, mythology, archæology, and art literature; early American art.	26
Sculpture, painting, drawing, designing, wood carving, tile and china painting, enamelling, etc.	Free to citizens; to others: night classes, $15; day classes, $30.	Weekly	Artistic anatomy	27
Charcoal drawing, modelling in clay, painting in water colors, china painting, and embroidery.	$15 to $18 for 12 lessons.			28
Free hand, mechanical, and architectural drawing, designing, modelling in clay, and life class.				29
Free hand and mechanical drawing, wood carving, art needlework, lace making, painting in water color, oil, and on china.	$9 to $42	Occasional	On the immediate subjects of study.	30
				31
Mechanical, architectural, and topographical drawing, both free hand and instrumental.	*c*$5, $10	Semiweekly	Science and mechanic arts	32

d With site.
e Per term of 32 lessons each.

TABLE XXIII.—PART 1.—*Statistics of institutions affording art instruction,*

	Name.	Principal.	Value of buildings.	Number of studios.	Number of special rooms for study.	Conditions of attendance.	
						Age.	Other.
	1	12	13	14	15	16	17
33	Art Classes of the Pennsylvania Academy of the Fine Arts.	Thomas Eakins	a$475,000	....	8	.....	Proficiency in elementary art studies.
34	Philadelphia School of Design for Women.	Miss E. Croasdale, principal; F.O. Horstmann, secretary.	100,000	17	12	13 years.	Satisfactory reference, payment of tuition, and daily attendance.
35	The Pennsylvania Museum and School of Industrial Art.	Dalton Dorr, secretary.	.....	.....	.....	15 years.	Satisfactory reference.
36	Pittsburgh School of Design for Women.	Annie W. Henderson..	.....	.....	4	.....	Payment of tuition fees and regular attendance.
37	Rhode Island School of Design.	Prof. George M. Porter.	.....	.....	4	16 years.	Satisfactory reference.
38	Art School of the Washington Art Club.	E. C. Messer	.....	.....	1	.....	.....

a With site, value of which is estimated at $75,000.

including all training in industrial art, etc., for 1879–'80—Continued.

Branches of instruction.	Annual expense of tuition.	Lectures delivered.		
		Number.	Subject.	
18	19	20	21	
Drawing, painting, and modelling the human figure from casts and from living models; instruction is given in anatomy; also, in composition, chiaro-oscuro, color perspective, &c.	Free	33 7	Artistic anatomy Perspective	33
Thorough courses in the industrial and fine arts.	$40	Weekly	Comparative anatomy, history of ornament, architecture, decorative art, color, perspective, &c.	34
Geometrical and free hand drawing, memory and line drawing, perspective, study of light and shade, modelling in clay or wax, elements of color study; special class in free hand drawing and decorative art.	$5, $10, $20 per term of 16 weeks.	2 courses	Analysis of form as applied to industrial art.	35
Drawing and painting	$30, $50	Weekly	Perspective, geometry	36
Mechanical drawing in all its branches, drawing from the antique and life, anatomy, botany, geometry, perspective, painting in oil and water color, art needlework, designing.	$5, $15 per term of 4 months.b	15	Relating to art; free to students and members.	37
Drawing, painting, and life school	$8 and $10 per month for daily lessons.			38

b Per term of 32 lessons each.

TABLE XXIII.—PART 1.—*Statistics of institutions affording art instruction,*

	Name and location.	Number of professors and instructors.	Number of pupils.			Number of volumes in art library.
			Total.	Male.	Female.	
	1	22	23	24	25	26
1	School of Design, San Francisco, Cal	2	65	45	20	265
2	Yale School of the Fine Arts, New Haven, Conn	7	144	144	.....	600
3	Illinois Industrial University, Champaign, Ill	2	90	.....	.....	300
4	Art Schools of the Chicago Academy of Design, Chicago, Ill	.....	.....	.....	.....	.....
5	Art Schools of the Chicago Academy of Fine Arts, Chicago, Ill	5	180	70	110	150
6	Classes of the Chicago Society of Decorative Art, Chicago, Ill	4	280	.....	280	A few.
7	Art Classes of Decorative Art Society, Baltimore, Md	3	47	4	43	.....
8	Maryland Institute School of Art and Design, Baltimore, Md.:					
	1. Night School of Design	6	228	228	.....	300
	2. Day School of Art	2	a110	20	90	300
9	Lowell School of Practical Design, Boston, Mass	1	33	15	18	.....
10	Massachusetts Institute of Technology, Department of Architecture, Boston, Mass.	b2	48	48	.....	450
11	Massachusetts Normal Art School, Boston, Mass	9	245	66	179	150
12	School of Drawing and Painting, Museum of Fine Arts, Boston, Mass.	7	111	26	85	A few.
13	Art Classes of Smith College, Northampton, Mass	1	29	.....	29	.....
14	Drawing Classes of the Springfield Art Association, Springfield, Mass.	5	56	18	38	.....
15	Worcester County Free Institute of Industrial Science, Worcester, Mass.	2	94	94	.....	100
16	St. Louis School and Museum of Fine Arts, Washington University, St. Louis, Mo.	5	372	291	81	412
17	Manchester Art Association, Manchester, N. H	.....	.....	.....	.....	275
18	The Free School of Design of the Brooklyn Art Association, Brooklyn, N. Y. *p*	1	25	.....	.....	.....
19	Cornell University, courses in architecture, mechanic arts, engineering, etc., Ithaca, N. Y.	8	100	.....	.....	1,075
20	Art Students' League, New York, N. Y	5	280	152	137	A few.
21	Cooper Union Art Schools, New York, N. Y.:					
	1. Woman's Art School	10	u382	.....	382	100
	2. The Free School of Art	11	1,439	1,439	.....	.....
22	Ladies' Art Association, New York, N. Y	9	106	6	100	.....
23	Society of Decorative Art, New York, N. Y	3	480	.....	480	125
24	National Academy of Design, New York, N. Y	6	200	120	80	600
25	School of Design, Vassar College, Poughkeepsie, N. Y	1	25	.....	25	545
26	College of Fine Arts of Syracuse University, Syracuse, N. Y	7	v28	9	19	150

a Under "Casts of sculpture" only casts of statues and busts, life size or heroic, are enumerated.

b Under "Other casts" are included all statuettes, parts of human figure, and all casts of foliage, architectural ornaments, &c., for use of students in drawing.

c Forty original oil studies by distinguished students of the École des Beaux-Arts, Paris.

d 150 of these are the set of architectural casts made by Christian Lehr, of Berlin; there are also 400 medallions, 100 Braun's autotypes of old masters, and a large collection of chromo-lithographs and photographs.

e Ten teachers from State Normal School attend every Saturday.

f 7 of the casts are of statues; the school has also 37 modern paintings, 2,000 photographs, lithographs, &c., and a set of drawings given by the Life School of Paris.

g There are many hundred samples of foreign and domestic textile fabrics and wall paper.

h The mathematical and scientific instruction is given by other professors in the institute.

i Most of this collection of architectural casts has been deposited in the Museum of Fine Arts.

j 77 additional drawings from the École des Beaux-Arts, 95 lecture diagrams, 3,065 photographs, 35 specimens of stained glass, 32 architectural models, and many specimens of tiles, terra cotta, &c.

k Pupils have access to the collections of the museum.

l 1 life size anatomical figure and 21 parts of figures.

m The art gallery of the college contains 35 oil paintings, 1,200 Braun's autotypes of old masters arranged under the different schools of painting. Forty fine engravings, framed, adorn the public rooms and halls of the college.

including all training in industrial art, etc., for 1879–'80—Continued.

Material provided; number of—						Prizes awarded.		Public exhibition of work of pupils.	
Casts of sculpture.[a]	Other casts.[b]	Models.	Patterns.	Engravings.	Drawings.	Number.	Name.		
27	28	29	30	31	32	33	34	35	
49	126	4 sets.	Many	Many	A few	10	2 gold and 4 silver medals and 4 diplomas, for excellence in drawing and painting.	Annual	1
147	127	(c)	Many	325	30	1	For excellence in drawing and painting.	Annual	2
189	d261	50	50	A few					3
									4
50		A few		130				Semiannual	5
			Many		A few				6
		A few	A few						7
	Many	Many			A few	7	Peabody prizes, 3 of $100 each and 4 of $50.	Annual	8
f20	50	A few			A few				
			(g)					Annual	9
	h746	32	Many	975	j810	2	Prizes given by Boston Society of Architects, $50 each in books.	Annual	10
	150	170		1,500				Annual	11
k38	165	l22			20			Annual	12
22	A few	A few		(m)					13
8	38	1 set.						Three times a year.	14
12	190	Many	Many	Many	Many				15
60	180	nMany	Many		Many			Annual	16
11	o81	A few		A few				Semiannual	17
q26	r25	(s)		100				Annual	18
7	168	50	(t)	1,375	200				19
22	10				A few			Annual	20
100	650	A few		Many	Many	16	For complete series of drawings in normal class, drawing from cast, from still life, ornamental drawing, portrait drawing, and wood engraving.	Annual	21
	Many	Many	Many	Many		5	For architectural, cast, object, and mechanical drawing.		
		(v)						Occasional	22
									23
160				500		4	Suydam medals, silver and bronze, life school; Elliott medals, silver and bronze, antique school.	Annual	24
w23	x16	(y)						Annual	25
	62	A few	A few	Many z				Annual	26

n 900 photographs in glass slides to be used with stereopticon, very complete in architectural examples.

o 50 are statuettes; groups by Rogers.

p There is also a painting class of 17, five of whom are ladies, which meets Wednesday and Saturday evenings to paint from draped model.

q 13 are statues.

r 12 full size "masks," 4 small "busts;" remainder "parts of figure." Also, a full set of Kensington casts of fruit, flowers, foliage, etc.

s Full set of Walter Smith's models for elementary drawing.

t A collection of 1,390 photographs, mostly architectural.

u 90 of these were in the pay drawing class and 37 in the engraving class.

v The association owns a small collection of china; other materials for the use of students, such as books on art, porcelain, laces, embroideries, paintings, &c., are freely loaned by members as the occasion demands.

w 4 are statues.

x 7 are reductions of antique statues.

y Set of 62 large diagrams for illustrating architecture; also 2,000 Braun's autotypes, and many other photographs.

z The total number of students in this department is 106; 78 of these are in the musical classes only.

aa A large collection of photographs.

TABLE XXIII.—PART 1.—*Statistics of institutions affording art instruction,*

	Name and location.	Number of professors and instructors.	Number of pupils.			Number of volumes in art library.
			Total.	Male.	Female.	
	1	22	23	24	25	26
27	School of Design of the University of Cincinnati, Cincinnati, Ohio.	8	312	105	207	c100
28	Women's Art Museum Association	6	203	.....	203	A few.
29	School of Design, Ohio Mechanics' Institute	12	235	235	.....	.....
30	Columbus Art School, Columbus, Ohio	6	251	41	210	225
31	Toledo University of Arts and Trades, Toledo, Ohio	.....	.....	.....	.....	.....
32	Franklin Institute Drawing Classes, Philadelphia, Pa	2	116	.....	.....	250
33	Art Classes of the Pennsylvania Academy of the Fine Arts, Philadelphia, Pa.	4	277	163	114	1,000
34	Philadelphia School of Design for Women, Philadelphia, Pa	9	249	.....	249	113
35	The Pennsylvania Museum and School of Industrial Art, Philadelphia, Pa.	2	107	65	42	600
36	Pittsburgh School of Design for Women, Pittsburgh, Pa	3	60	.....	60	.....
37	Rhode Island School of Design, Providence, R. I	8	161	103	58	70
38	Art School, Washington, D. C	2	75	24	51	.....

a Under "Casts of sculpture" only casts of statues and busts, life size or heroic, are enumerated.
b Under "Other casts" are included all statuettes, parts of human figure, and all casts of foliage, architectural ornaments, &c., for use of students in drawing.
c Students have access to public library, in which are nearly 4,000 volumes of art books.
d 41 of these are reduced figures and busts.

including all training in industrial art, etc., for 1879-'80—Continued.

Material provided; number of—						Prizes awarded.		Public exhibition of work of pupils.	
Casts of sculpture. *a*	Other casts. *b*	Models.	Patterns.	Engravings.	Drawings.	Number.	Name.		
27	28	29	30	31	32	33	34	35	
15	*d*222	.....	.....	708	*e*11	....	Gold and silver medals and diplomas.	Annual . . .	27
A few	A few	A few	A few	A few .	A few	....			28
.....	Many	Many	Many	.....	.....	9	Gold, silver, and bronze medals. . . .	Annual	29
6	56	64	310	.....	.....	....	.....	Annual	30
.....	.....	.....	.....	.....	.....	....	.....	.....	31
.....	.....	Many	A few	Many .	500	....	.....	Annual	32
184	103	.....	.....	*f*50, 000	200	1	$100 for best painting by a lady of Philadelphia.	....	33
70	290	.....	.....	Many .	1, 000	4	3 gold medals, 1 for best designs, 1 for best illustrations, 1 for greatest progress and for regular attendance; other prizes for excellence in the various studies.	Annual	34
.....	.....	*g*Many	Many	Many .	Many	....	.....	Annual	35
49	Many	.....	.....	Many .	Many	6	1 gold, 3 silver, 2 bronze medals for best work.	Annual	36
A36	100	2 sets	Many	Many	.....	6	Silver medals for best work in different departments.	Annual	37
.....	A few	A few	.....	.....	.....	....	.....	....	38

e 9 reproductions of ancient armor, 15 oil paintings, and 48 autotypes.

f Also 200 Braun's autotypes, 150 photographs, a manikin, and colored anatomical casts. Students have access to the art collections of the academy.

g The pupils and all other art students have access to the collections in Memorial Hall.

A Six of the casts are statues.

TABLE XXIII.—*Statistics of art instruction for* 1879–'80; *from replies*

PART II.—MU

	Name of museum.a	Location.	By whom owned.	When founded.
	1	2	3	4
1	Art Gallery, Wadsworth Atheneum	Hartford, Conn	Stockholders	1842
2	Art Collections, Connecticut Museum of Industrial Art.	New Haven, Conn	Trustees	1876
3	Art Collections, Yale School of Fine Arts, Yale College. b	New Haven, Conn	Corporation of Yale College	c1825
4	Art Gallery, Illinois Industrial University.	Champaign, Ill	Illinois Industrial University	1874
5	Art Collections, Louisiana State University.	Baton Rouge, La	State of Louisiana	1854
6	Museum of Maryland Historical Society.	Baltimore, Md	Maryland Historical Society	1844
7	Art Gallery, Peabody Institute	Baltimore, Md	Trustees of Peabody Institute	1857
8	Art Gallery, Amherst College	Amherst, Mass	Amherst College	1874
9	Fine Arts Department of the Public Library.	Boston, Mass	City of Boston	1852
10	Museum of Fine Arts b	Boston, Mass	Trustees	1870
11	Art Collections, Smith College	Northampton, Mass	Trustees	1875
12	Essex Institute, Fine Arts Department.	Salem, Mass	Essex Institute Corporation	f1848
13	Museum of Art and History, University of Michigan.	Ann Arbor, Mich	University of Michigan	1855
14	Buffalo Fine Arts Academy	Buffalo, N. Y	Buffalo Fine Arts Academy	1862
15	Art Collections, Cornell University	Ithaca, N. Y	Cornell University	1865
16	Art Collections, Lenox Library	New York, N. Y	Trustees of Lenox Library g	1870
17	Metropolitan Museum of Art b	New York, N. Y	Corporation of Metropolitan Museum of Art.	1870
18	Museum and Gallery of Art of the New York Historical Society.	New York, N. Y	New York Historical Society	1804
19	Permanent Art Collections of the National Academy of Design. b	New York, N. Y	Corporation of Academicians	1826
20	Art Gallery, Vassar College d	Poughkeepsie, N. Y	Vassar College	1864
21	Art Museum, Syracuse University	Syracuse, N. Y	Syracuse University	1873
22	Museum of the Western Reserve and Northern Ohio Historical Society.	Cleveland, Ohio	Trustees	1867
23	Art Collections of Pennsylvania Museum and School of Industrial Art.	Philadelphia, Pa	Trustees	1876
24	Collection of the Historical Society of Pennsylvania.	Philadelphia, Pa	Historical Society of Pennsylvania.	1824
25	Permanent Art Collections of the Pennsylvania Academy of Fine Arts. b	Philadelphia, Pa	Stockholders	1805
26	Art Collection of the Redwood Library and Athenæum.	Newport, R. I	The Company of the Redwood Library and Athenæum.	h1859
27	Park Gallery of Art, University of Vermont.	Burlington, Vt	University of Vermont	1873
28	Athenæum Art Gallery	St. Johnsbury, Vt	Board of five trustees	1875
29	Corcoran Gallery of Art	Washington, D. C	Board of nine trustees	1869

a In all instances in which the art museum forms a department of some other institution the statistics given refer exclusively to the art museum or art school.
b In addition to its own, the museum exhibits important loan collections.
c Date of the acquisition of the Trumbull paintings.
d No money is spent in this department; its increase comes solely from gifts.
e The city of Boston gave the site of the building to the trustees of the museum on condition that the museum should be opened free to the public four days in each month.
f Art collection in 1870.

to inquiries by the United States Bureau of Education.

SEUMS OF ART.

By whom founded.	When founded.	Amount of endowment.	Income for last year. Amount.	Income for last year. Source.	Expenditure for last year. Amount.	Expenditure for last year. Object.	
5	4	6	7	8	9	10	
Daniel Wadsworth and others.	1842	.....	.....	From visitors only.	.....	.....	1
Prof. W. P. Blake and citizens of Connecticut.	1876	.....	$250 00 600 00	Donations Other sources	$500 00 250 00 250 00	Wages Repairs, &c Collections	2
Corporation of Yale College.	c1825	$86,000	.....	Admission fees	700 00	Salary of curator	3
Money raised and expended by President Gregory.	1874	.....	.....	.....	120 00	Collections	4
Louisiana State University.	1854	.....	.....	.....	.....	.....	5
Twenty citizens	1844	.....	.....	.....	.....	.....	6
George Peabody	1857	.....	.....	.....	9,200 00	Collections	7
Money raised and expended by Prof. R. H. Mather.	1874	.....	4,521 00	Donations	4,521 00	Collections	8
City of Boston	1852	(d)	.....	.....	.....	.....	9
Corporators e	1870	.....	5,570 83 5,397 42 1,050 00	Endowment Admission fees, etc. Gray collection fund.	8,082 65 6,124 54 6,734 17 1,205 80	Salaries & wages Repairs, &c Collections Gray collection	10
Estate of Sophia Smith	1875	.....	.....	.....	.....	.....	11
Essex Historical and Natural History Societies.	f1848	.....	200 00	Donations and other sources.	200 00	Collections, &c	12
Art collection commenced by Prof. H. S. Frieze.	1855	.....	.....	.....	.....	.....	13
Citizens of Buffalo	1862	20,000	4,100 00	All sources	416 00 1,180 00	Salaries, &c Rent, repairs, &c	14
Cornell University	1865	.....	.....	.....	.....	.....	15
James Lenox	1870	.....	.....	.....	.....	.....	16
Citizens of New York	1870	.....	12,500 00 4,448 00 2,538 00	State grant Members' dues All other sources	20,500 00 3,400 00	Salaries & wages Repairs, &c	17
Egbert Benson, John Pintard, and nine others.	1804	.....	.....	Members' dues	.....	.....	18
Artists of New York	1826	50,000	.....	Endowment, donations, exhibitions, and fellows' subscriptions.	.....	.....	19
Matthew Vassar h	1864	50,000	.....	Endowment	.....	.....	20
Syracuse University	1873	.....	.....	.....	.....	.....	21
Cleveland Library Association.	1867	10,300	800 00	Endowment	800 00	Current expenses	22
Citizens and authorities of Pennsylvania and of city of Philadelphia. i	1876	.....	7,236 20 11,777 18	Donations All other sources	5,063 09 1,835 08 1,466 30	Salaries & wages Repairs, &c Collections	23
Seven citizens	1824	.....	.....	Members' dues	.....	.....	24
Seventy-one citizens	1805	43,700 62,000	j100 00	Endowment	.....	.....	25
C. B. King, Edward King, and citizens of Newport, R. I.	k1859	.....	.....	.....	.....	.....	26
University of Vermont	1873	.....	230 00	All sources	.....	.....	27
Horace Fairbanks	1875	.....	.....	.....	.....	.....	28
W. W. Corcoran	1869	.....	.....	.....	.....	.....	29

g Library incorporated 1870. Art collections opened to the public in 1877.

h By collections of pictures and art books which cost $20,000. One endowment is a "history, art, and cabinet fund."

i This museum occupies the memorial building erected in Fairmount Park, at a cost of $1,500,000, and used as the main art building of the Centennial Exhibition in 1876.

j The income of the "Temple fund" of $60,000 is not yet available.

k Library founded in 1730.

TABLE XXIII.—PART 2.—*Statistics of museums of art for* 1879–'80, *&c.*—Continued.

	Name of museum.	Chief officer.	Admission.	Number of visitors last year.	Lectures delivered.	
					Number.	Subjects.
	1	11	12	13	14	15
1	Art Gallery, Wadsworth Atheneum	Calvin Day, president; J. Hammond Trumbull, secretary.	Free to stockholders and their families; the public pay an admission fee.	.....	.....	
2	Art Collections, Connecticut Museum of Industrial Art.	Prof. W. P. Blake, secretary and superintendent.	Fee of 25 cents	.....	.....	
3	Art Collections, Yale School of Fine Arts, Yale College.	Prof. John F. Weir, N. A., director	Free to the students; the public pay a fee of 25 cents.	3,000	.....	Evening course on the history and philosophy of art, open to the public, free to students.
4	Art Gallery, Illinois Industrial University	John M. Gregory, LL. D., president of university.	Free Thursday; a fee of 10 cents other days.	.....	.....	Architecture and the history and principles of art.
5	Art Collections, Louisiana State University	Col. D. F. Boyd, superintendent	Unrestricted	.....	.....	
6	Museum of Maryland Historical Society	J. G. Gatchel, assistant librarian	Unrestricted	.....	.....	
7	Art Gallery, Peabody Institute	N. H. Morison, provost of institute		.....	.....	
8	Art Gallery, Amherst College	Prof. R. H. Mather, custodian	Unrestricted	.....	35	Historical sculpture.
9	Fine Arts Department of the Boston Public Library.	Mellen Chamberlain, superintendent of the library.	Unrestricted	.....	.....	
10	Museum of Fine Arts	Martin Brimmer, president; Charles C. Perkins, chairman committee on museum; Charles G. Loring, curator.	Free on Saturday and afternoon of Sunday; fee of 25 cents on other days.	157,191	.....	
11	Art Gallery, Smith College	L. Clark Seelye, president of college; J. Wells Champney, professor of drawing and painting.	Unrestricted	.....	3 courses	Architecture, perspective, and anatomy.
12	Essex Institute, Fine Arts Department	George M. Whipple, secretary	Unrestricted	1,500	Several	Art; admission free.
13	Museum of Art and History, University of Michigan.	J. B. Angell, LL. D., president of university; Prof. H. S. Frieze, curator.	Unrestricted	.....	2 courses	Architecture, sculpture, and painting.
14	Buffalo Fine Arts Academy	Josiah Jewett, president of academy; A. M. Farnham, corresponding secretary.	25 cents, or by annual or life membership tickets.	3,000	.....	
15	Art Collections, Cornell University	Andrew D. White, LL. D., president of university; William C. Russel, acting president.	Unrestricted	.....	200	Architecture.

16	Art Gallery, Lenox Library	George H. Moore, superintendent of library	Tuesday and Friday, from 11 A. M. to 4 P. M., by pass obtained from superintendent on written application. Free.			
17	Metropolitan Museum of Art	John Taylor Johnston, president; Gen. L. P. di Cesnola, LL. D., secretary and director; W. S. Pratt and A. D. Savage, assistants.	Free 4 days each week; on Monday and Tuesday fee of 25 cents; closed Sunday.	795,891a		
18	Museum and Gallery of Art of the New York Historical Society.	Jacob B. Moore, librarian	Free to members and friends and practically free to the public.			
19	Permanent Art Collections of the National Academy of Design.	D. Huntington, N. A., president; T. Addison Richards, N. A., corresponding secretary.	To the general public, 25 cents.			Annual course on art subjects; free.
20	Art Gallery, Vassar College	S. L. Caldwell, D. D., president; Prof. Henry Van Ingen, curator.	Unrestricted		1 course	History, and theory of architecture, sculpture, painting, and ornament, illustrated with stereopticon.
21	Art Museum, Syracuse University	Prof. George F. Comfort, dean of college of fine arts.	Unrestricted	6,000	6 courses	History and the theory of the fine arts.
22	Museum of the Western Reserve and Northern Ohio Historical Society.	C. Whittlesey, president; C. C. Baldwin, secretary.	Unrestricted	3,900		
23	Art Collections of Pennsylvania Museum and School of Industrial Art.	William H. Merrick, president; Dalton Dorr, secretary and curator.	Commencing January 1, 1881, this museum is to be open, free to all, every day in the year.	9,632	2 courses	Analysis of form as applied to industrial art.
24	Collection of the Historical Society of Pennsylvania.	John William Wallace, president; John Jordan, jr., chairman of library committee; Frederick D. Stone, librarian.	Unrestricted			
25	Permanent Art Collections of the Pennsylvania Academy of Fine Arts.	James L. Claghorn, president; George Corliss, secretary of the academy.	Free to stockholders, exhibitors, and artists; others pay 25 cents.	55,000	44	Anatomy, 33; perspective, 7; industrial art, 3; engraving, 1.
26	Art Collection of the Redwood Library and Athenæum, Newport, R. I.	Benjamin H. Rhoades, librarian	Unrestricted			
27	Park Gallery of Art, University of Vermont	M. H. Buckham, D. D., president of the university.	Unrestricted	300	2 courses	Public lectures on art courses.
28	Athenæum Art Gallery, St. Johnsbury, Vt	C. A. Willard, librarian of Athenæum			Several	
29	Corcoran Gallery of Art	William MacLeod, curator; F. S. Barbarin, M. D., assistant curator.	Free Tuesday, Thursday, and Saturday; other days, admission 25 cents.			

a From April 1, 1880, date of opening, to October 1, 1880, including 4,328 visitors on paying days.

TABLE XXIII.—PART 2.—*Statistics of museums of art, &c.*—Continued.

	Name of museum.	Sculpture.												Ceramics, glass, and mosaics.
		Marbles.				Copies in plaster.				Bronzes.	Terra cottas.	Rilievi, ancient and modern.		
		Statues.		Busts.		Statues.		Busts.						
		Antique.	Modern.	Antique.	Modern.	Antique.	Mediæval and modern.	Antique.	Mediæval and modern.					
	1	16	17	18	19	20	21	22	23	24	25	26	27	
1	Art Gallery, Wadsworth Atheneum	1	4	.....	6	.....	*a*70	.....	12	3	.....	7	.....	
2	Art Collections of Connecticut Museum of Industrial Art.	.....	.....	1	.....	.....	2	.....	1	*b* Many.	*c* A few.	15	*d*32	
3	Art Collections, Yale School of Fine Arts, Yale College.	1	1	*e*9	5	60	12	60	15	.....	1	127	34	
4	Art Gallery, Illinois Industrial University	.....	.....	.....	.....	41	21	48	79	.....	.....	130	.....	
5	Art Collections, Louisiana State University	.....	.....	.....	.....	.....	.....	16	41	.....	14	.....	.....	
6	Museum of Maryland Historical Society	.....	.....	.....	4	*f*6	.....	.....	2	.....	.....	2	.....	
7	Art Gallery, Peabody Institute	*g*1	1	.....	3	63	*h*29	25	*i*26	*j*2	.....	*k*24	.....	
8	Art Gallery, Amherst College	.....	.....	.....	.....	66	18	25	.....	.....	2	*l*00	.....	
9	Fine Arts Department of the Boston Public Library.	.....	3	1	5	.....	.....	.....	4	.....	.....	.....	.....	
10	Museum of Fine Arts, Boston, Mass	(*m*)	5	.....	*n*6	*o*122	*p*41	48	8	(*q*)	*r*666	*s*808	*t*353	
11	Art Gallery, Smith College	.....	.....	.....	.....	10	1	11	.....	.....	.....	10	.....	
12	Essex Institute, Fine Arts Department	.....	.....	.....	.....	.....	.....	.....	30	.....	.....	(*u*)	300	
13	Museum of Art and History, University of Michigan.	.....	*g*1	.....	1	24	8	9	10	3	*v*81	29	.....	
14	Buffalo Fine Arts Academy	.....	1	*w*4	.....	9	.....	.....	3	.....	.....	.....	.....	
15	Art Collection, Cornell University	.....	.....	.....	2	.....	.....	3	.....	*x*10	*y*334	(*z*)	.....	
16	Art Gallery, Lenox Library	.....	7	*aa*4	6	.....	.....	.....	.....	1	.....	.....	.....	
17	Metropolitan Museum of Art	*bb*2,300	17	11	2	*cc*2	.....	.....	.....	*dd*323	*dd*729	*ee*85	*ff*8,610	
18	Museum and Gallery of Art of the New York Historical Society.	1	3	1	11	.....	.....	.....	42	1	.....	2	.....	
19	Permanent Art Collections of the National Academy of Design.	.....	3	.....	7	60	.....	100	.....	.....	.....	.....	.....	
20	Art Gallery, Vassar College	.....	.....	.....	1	11	6	13	6	.....	.....	8	.....	
21	Art Museum, Syracuse University	.....	.....	.....	.....	.....	15	23	*gg*8	.....	.....	20	.....	
22	Museum of the Western Reserve and Northern Ohio Historical Society.	.....	.....	.....	.....	.....	.....	.....	2	5	.....	9	46	
23	Art Collections of Pennsylvania Museum and School of Industrial Art.	.....	.....	.....	.....	1	2	3	.....	*hh*2	*hh*2	1	*ii*810	

21	Art Museum, Syracuse University								2	5			9	46
22	Museum of the Western Reserve and Northern Ohio Historical Society													
23	Art Collections of Pennsylvania Museum and School of Industrial Art				1	2	3		AA2	AA2	1	66610		
24	Collection of the Historical Society of Pennsylvania									15				
25	Permanent Art Collections of the Pennsylvania Academy of Fine Arts	ff10	kk13	g6	ll14	49	8	81	mm45	3	nn4	91		
26	Art Collection of the Redwood Library and Athenæum	g1	1	g5				4	22					1
27	Park Gallery of Art, University of Vermont					10			oo2			15		
28	Athenæum Art Gallery, St. Johnsbury, Vt		2							7				
29	Corcoran Gallery of Art		8	1	pp11	65	7	36	1	qq124		rr78	ss23	

a 41 are the models of all Bartholomew's statues, and 10 of the busts are by the same artist.
b Collection of bronzes made in China and Japan by Prof. W. P. Blake in 1862–'63.
c Swedish and American vases; also cornices, capitals, columns, &c., for use in architecture.
d Specimens of Oriental, European, old English, and American pottery; special collections of glassware and of British, Spanish, and American tiles; also examples of artistic tiles manufactured in Connecticut, with specimens of materials used.
e 8 of these are copies and 1 is an original.
f 24 casts of antique statues and 2 busts belonging to the Peabody Institute are at present in this museum.
g Copies.
h 2 are colossal: the "David" of Michael Angelo and the "Taney," by Rinehart; 13 are models of original statues by Rinehart.
i 25 are models of originals by Rinehart.
j The famous reproduction of the Ghiberti gates, made by Barbedienne, of Paris, for the Vienna Exposition, half size of the originals.
k 5 are originals by Rinehart; there are also two models of large vases by him. The Peabody has 260 feet of the Parthenon frieze in position in the sculpture gallery. It has also 170 feet in duplicate. Twenty-four casts of antique statues and 2 of busts are deposited with the Historical Society.
l Copies in plaster.
m 60 fragments of antique sculpture, collected in Rome by Mr. C. C. Perkins, are set in the wall of the corridor, as is customary in Italy.
n Of these, 2 are bronze and 1 terra cotta.
o Among the casts of antique sculpture are 6 Greek vases, 36 slabs of the frieze of the Parthenon, 24 slabs of the frieze of the Temple of Apollo at Bassæ, and other large reliefs.
p 11 of these are originals.
q Among Egyptian antiquities.
r Antiquities from Cyprus, Tanagra figurines, &c.
s These are plaster casts; the museum has also 5 carvings in ivory and 50 carvings in wood.
t Also the Dixwell collection of Etruscan pottery, 47 objects, and a large number of Græco-Italian fictile painted vases, collected by Castellani and presented to the museum by Mr. Thomas G. Appleton.
u 6 ancient inscriptions in stone.
v These are the famous miniature copies of antiquities made by Mollica in Naples: 42 statuettes, 35 portrait busts, and 4 busts of the mediæval poets of Italy.
w 3 of these are copies.
x One medallion portrait and 9 modern statuettes.
y Pieces and fragments of ancient Indian pottery from Brazil and Peru.
z A large and fine collection of specimens of wood carving.
aa 2 are copies in marble.
bb This is the number of pieces of ancient Cypriote statuary contained in the Di Cesnola collections. These are cut in the soft limestone of Cyprus, there being no marble on the island. Among these are massive sarcophagi, heroic and life-size statues, statuettes, many hundred heads broken off from statues and statuettes, votive offerings, and mural tablets with inscriptions, the whole forming a continuous series of examples of the progress of the art, beginning with the Phœnicians and continuing with the early and later Greeks to the Romans.
cc 1 copy in marble.
dd Di Cesnola collection.
ee Of these, 49 are antiques in stone, 35 are plaster copies of antiques. The museum has also 19 carvings in ivory, 6 in wood, and 137 ancient inscriptions in stone.
ff Antique ceramics, 7,232; antique glass, 1,239; mediæval glass, 127; modern glass, 11; modern mosaic, 1.
gg 1 of these is an original bust.
hh Copies of mediæval statuary.
ii A rare collection of ceramics and glassware, selected from the exhibitions of different countries at the Centennial, supplemented by important loan collections of English, French, and Spanish pottery and glass, and forming a very complete exhibition of these industries.
jj 8 are copies.
kk 3 are copies.
ll 1 is a copy.
mm 17 are originals.
nn Original Tanagra figurines.
oo 1 is original.
pp 3 are copies in marble.
qq 116 are by Barye, of Paris. The Hall of Bronzes contains, also, a case of the Hildesheim treasures, 30 pieces; a case of electrotype reproductions from South Kensington, 90 pieces; and the Milton shield and other Elkington work.
rr Copies in plaster. Of these 78, the 198 feet of the frieze of the Parthenon which form the frieze of the Hall of Antique Sculpture and the Ghiberti gates are each reckoned as a single example.
ss 4 exquisite Sèvres vases, the Prometheus vase by Minton, 2 majolica vases by Deeker, of Paris, and 2 porcelain plaques by Schopin, of Paris, are in this small but costly collection of ceramics.

TABLE XXIII.—PART 2.—*Statistics of museums of art, &c.*—Continued.

	Name of museum.	Paintings, engravings, etc.					Coins, gems, jewelry, etc.			Miscellaneous.					
		Painting in oil and water.			Engravings and etchings.	Photographs, lithographs, drawings, etc.	Gold and silverware, coins, and medals.	Gems, cameos, and enamels.	Plaster casts of gems and medallions.	Rare specimens of binding and printing.	Specimens of armor and weapons.	Costumes.	East Indian, Chinese, and Japanese curiosities.	Indian relics.	Egyptian antiquities, etc.
		Old masters.	Copies of old masters.	Modern.											
	1	28	29	30	31	32	33	34	35	36	37	38	39	40	41
1	Art Gallery, Wadsworth Atheneum		20	138	12										
2	Art Collections, Connecticut Museum of Industrial Art.	4				a100	A few	31		20		b A few	c A few	A few	
3	Art Collections, Yale School of Fine Arts, Yale College	130	50	200	275	300	1	2	100		1	A few	20		1
4	Art Gallery, Illinois Industrial University				53	1,225	200		490					Many	
5	Art Collections, Louisiana State University			19	4,202	407	200				Many			Many	
6	Museum of Maryland Historical Society		5	16	A few	69	d Many				Many	Many		Many	
7	Art Gallery, Peabody Institute			6											
8	Art Gallery, Amherst College		1	4		625									
9	Fine Arts Department of the Boston Public Library			7	e7,000	A few	1			Many					
10	Museum of Fine Arts, Boston f	g63	3	40	h150	(i)	200	26			50	30	200	(j)	k2,000
11	Art Gallery, Smith College		2	33	40	l1,200									
12	Essex Institute, Fine Arts Department			75	Many	Many	m3,000		A few		30		A few		A few.
13	Museum of Art and History, University of Michigan		2		52	123	550		1,694		100	16	600	n100	1
14	Buffalo Fine Arts Academy		17	46		23									
15	Art Collection, Cornell University			11	o260	p1,350			700	q93				350	
16	Art Gallery, Lenox Library		4	140	Many			(r)		Many					
17	Metropolitan Museum of Art	189		130	19	s721	t842	u142	63			(v)	372	129	279
18	Museum and Gallery of Art of the New York Historical Society.	329		300	Many	Many	Many							Many	w1,551
19	Permanent Art Collections of the National Academy of Design.			x492	500	400									
20	Art Gallery, Vassar College		8	363	300	3,000					15				
21	Art Museum, Syracuse University			6	380	2,810								600	
22	Museum of the Western Reserve and Northern Ohio Historical Society.			4	121	57	1,083	2	343	6	41	y3	36	1,050	
23	Art Collections of Pennsylvania Museum and School of Industrial Art. z				194	512	306	56			62	40	192	(aa)	
24	Collection of the Historical Society of Pennsylvania			112	2,000	Many	Many			Many	7			Many	
25	Permanent Art Collections of the Pennsylvania Academy of Fine Arts.	31	21	218	50,000	bb1,108			2,217						

24	Collection of the Historical Society of Pennsylvania			112	2,000	Many	Many				Many	7				Many	
25	Permanent Art Collections of the Pennsylvania Academy of Fine Arts.	31	21	218	50,000	bb1,108			2,217								
26	Art Collection of the Redwood Library and Athenæum	4	41	172	Many	Many	24			A few					Many	
27	Park Gallery of Art, University of Vermont			4	16	cc100	3									
28	Athenæum Art Gallery, St. Johnsbury, Vt			35	(dd)	Many						16		(ff)		
29	Corcoran Gallery of Art			170		(ee)										

a Series of panel pictures representing windows of Cologne Cathedral.

b The life size groups illustrating life in Sweden and Lapland which were exhibited at the International Exhibition at Philadelphia in 1876. The museum has also a collection of textile fabrics, 40 or 50 specimens of laces, and a series of large tapestry hangings, "Flemish," 12 feet by 15 feet, illustrating the adventures of Don Quixote.

c Carvings in jade, crystal, and ivory.

d Including a series of 18 bronze medals, struck by order of Congress between 1776 and 1815; a few antique Greek and Roman coins and many hundred modern coins; also, the "Towson cabinet of medals and coins," numbering 251 specimens, contained in 19 volumes, and extending from 300 B. C. to 1851 A. D.

e Cardinal Tosti's collection, now deposited on loan in the Boston Museum of Fine Arts.

f The museum contains a room known as the Lawrence Room, which is fitted with the entire lining and ceiling in carved oak of an English room of the sixteenth century, elaborately ornamented with bass reliefs and with portraits of English kings and queens in panels; purchased in London in 1871, and presented by Mrs. T. B. Lawrence. In this room are exhibited chests and other articles of furniture in carved wood, of the fourteenth, fifteenth, sixteenth, and seventeenth centuries. The museum also possesses collections illustrating the application of art to industry, including many specimens of rare embroideries, a large number of textile fabrics, 79 examples of artistic metal work, etc. Many valuable paintings as well as choice examples of art work of every description which belong to private owners are constantly to be seen in the galleries of the museum, while special loan exhibitions to illustrate particular branches of art are held from time to time.

g 40 of these are water colors.

h These are etchings; the Gray collection of 6,000 engravings and the Tosti collection of 7,000 engravings are deposited on loan in the museum.

i 10 volumes of photographs and 16 original drawings.

j 100 Mexican and Peruvian relics.

k The Way collection; several remarkable pieces of sculpture, lately given by the Lowell family, add greatly to the Egyptian collection.

l A collection of Braun's autotypes of old masters.

m Nearly 400 of these are ancient Greek and Roman coins, the rest are modern coins.

n There are also 200 specimens of ancient Peruvian pottery, 50 of Amazonian, and 100 of Chinese and Malayian pottery.

o Includes publications of Arundel Society, the Berlin Museum series, and heliotypes of the Gray collection.

p 100 of these are original drawings.

q Also 13 illuminated manuscripts deposited by owners.

r The library has a small collection of enamels, paintings on porcelain, copies of old masters, majolica, and mosaics—in all, 59 pieces.

s Of these 691 are original drawings, the rest are lithographs. Photographs of the principal works are on sale only at the museum.

t 427 of these are articles in gold and silver belonging to the Curium treasure.

u Gems, 120; cameos, 3; intaglios, 19.

v The MacCallum collection of laces, 721 pieces. The museum has also 11 pieces of tapestry.

w The Abbott collection; the museum also contains the Lenox collection of Nineveh sculptures, 13 pieces. The society owns a large collection of antiquities relating to North and South America not yet displayed.

x Of these 92 were given to the academy by the will of the late James A. Suydam, its former treasurer; of the remaining 400, 200 are portraits of members and 200 paintings by members.

y Also tapestry from Warwick Castle.

z The collection of students' work exhibited at the Centennial by the South Kensington authorities was given to this museum; the whole of the superb India collection was also given. The museum exhibits a rare and very complete collection of Persian stuffs, etc. It owns an important collection of textile fabrics, embroideries, and costumes; specimens of work in wood, metal, and stone, illustrating the use of ornament in architecture; many articles of work in the precious metals, and the electrotype reproductions of the South Kensington mediæval work in metal exhibited by Elkington & Co., at the Centennial; the reproductions of the Hildesheim treasures, also Oriental and European enamels. Many fine specimens of Oriental work in pottery, bronze, and jade are also included in the loan collections now on exhibition.

aa A large collection of relics of the "Mound Builders" of North America loaned by Dr. M. W. Dickeson is on view.

bb 200 original drawings, 200 Braun's autotypes, 558 lithographs, 150 photographs.

cc Also 10 fac similes of illuminated manuscripts.

dd Several volumes of fine engravings, among them the Musée Français, Musée Royal, Hogarth's Works, Canova's Works, &c., are in the library of the Athenæum.

ee Over 100 photographs of the leading works of art in its possession are taken, to be obtained only at the gallery.

ff 2 remarkable Japanese porcelain vases made for the Centennial, 1 large Japanese porcelain bowl, 5 specimens of cloisonné, old Chinese, and modern Elkington; in addition to these, many rare and valuable articles, antique and modern, which cannot be classified in this table, are in the Hall of Bronzes and Ceramic Ware of the Corcoran Gallery of Art.

TABLE XXIV.—*Statistics of educational benefactions for* 1880; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES AND COLLEGES.			
University of Southern California.	Los Angeles, Cal	J. G. Downey, I. W. Hellman, O. W. Childs	Los Angeles, Cal.
Colorado College	Colorado Springs, Colo.	Mrs. Valeria G. Stone	Malden, Mass.
Wesleyan University	Middletown, Conn.	George I. Seney	New York, N. Y.
Yale College	New Haven, Conn.	Dr. Daniel Tyler Coit (deceased).	Norwich, Conn.
		Dr. Timothy Dwight Porter (deceased).	
		Dr. David P. Smith (deceased).	Springfield, Mass.
		Hon. L. S. Foster, LL. D. (deceased).	Norwich, Conn.
		Henry Winkley	Philadelphia, Pa.
Atlanta University	Atlanta, Ga.	Various persons	
Illinois Wesleyan University.	Bloomington, Ill.	Various persons	
University of Chicago	Chicago, Ill.		
Knox College	Galesburg, Ill.	Alumni of Knox College	
Lombard University	Galesburg, Ill.	William Easton	Southampton, Ill.
		Mrs. Mary A. Moore (deceased).	Norridgewock, Me.
Lake Forest University	Lake Forest, Ill.		
Chaddock College	Quincy, Ill.	Various persons	
Shurtleff College	Upper Alton, Ill.	Various persons	
Westfield College	Westfield, Ill.	Various persons	
Wheaton College	Wheaton, Ill.	Various persons	
Indiana Asbury University	Greencastle, Ind.	Jesse Meharry	
		Hon. H. S. Lane	Crawfordsville, Ind.
		W. Manwearing and wife	Franklin, Ind.
		Various others	
Hanover College	Hanover, Ind.	Mrs. Mary A. Lapsley	New Albany, Ind.
Union Christian College	Merom, Ind.		
Earlham College	Richmond, Ind.	Eliza P. Gurney	Burlington, N. J.
Ridgeville College	Ridgeville, Ind.	Citizens of Ridgeville	
Upper Iowa University	Fayette, Iowa		
Iowa College	Grinnell, Iowa	Mrs. Valeria G. Stone	Malden, Mass.

replies to inquiries by the United States Bureau of Education.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$87,000	$87,000						Probable proceeds from the contemplated sale of 300 city lots given, June, 1879, in trust to M. M. Bovard and others, to sell and to invest the proceeds in interest bearing securities for an endowment fund for the establishment of this university.
5,000	5,000						For general purposes.
250,000	125,000	$25,000		$100,000			$125,000 for general endowment, $100,000 for scholarships, and $25,000 for miscellaneous purposes, apparatus, &c.
228,000	100,000						Left by will in 1880; subject to two annuities of $1,000 each.
			$48,000				Left by will in 1880, and to be added to fund already established; the income to be applied to increase the teaching force in the academical department.
							Professor Smith's valuable professional library and surgical instruments were given to the medical department at his death.
			50,000				Left by will in 1880, subject to a life interest, to found a professorship of English common law in the law department of the institution.
	25,000						For the general fund of the theological department.
3,617	2,617				$1,000		Donations for the college year 1879–'80 for general purposes and aid of indigent students.
30,000	30,000						For liquidation of debt; conditioned on the raising of the whole debt, which was done.
6,000							Purpose not specified.
1,100			1,100				To found an alumni professorship.
4,000							$3,000, purpose not specified.
							A bequest, paid by executor of estate, of $1,000; purpose not specified.
10,000	10,000						For general expense and scholarship funds.
3,000							Purpose not specified.
2,000		2,000					For building purposes.
10,000	10,000						For the payment of debt; given in amounts of $1,000 or under, mostly in interest bearing notes payable variously from date to five years.
1,809							Purpose not specified.
10,338	1,500						Apparently for permanent endowment.
	1,000						Apparently for permanent endowment.
	3,750						Apparently for permanent endowment.
	1,809	1,012				$1,267	$1,012 given in column 7 is the value of apparatus and furniture donated.
20,000			20,000				For the endowment of a professorship.
300						300	For the library.
400						400	For the library.
300		300					For making improvements in the building.
5,000	5,000						For payment of debt.
22,500	2,500		20,000				$2,500 for current expenses and $20,000 for the endowment of the "Stone professorship of natural history," the principal of the endowment to be kept intact.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Cont'd.			
Simpson Centenary College	Indianola, Iowa	Various persons	
German College	Mt. Pleasant, Iowa		
Cornell College	Mt. Vernon, Iowa	Various persons	Iowa
Whittier College	Salem, Iowa	Various persons	Salem, Iowa
Tabor College	Tabor, Iowa		
Highland University	Highland, Kans	William Thaw	Pittsburgh, Pa
University of Kansas	Lawrence, Kans	Various persons	
Washburn College	Topeka, Kans		
Berea College	Berea, Ky		
Leland University	New Orleans, La	Various persons	
Bowdoin College	Brunswick, Me	Henry Winkley	Philadelphia, Pa
		Mrs. Valeria G. Stone	Malden, Mass
		William G. Barrows	Brunswick, Me
		Mrs. Valeria G. Stone	Malden, Mass
Amherst College	Amherst, Mass	Moses H. Day (dec'd)	Boston, Mass
		D. & G. H. Whitcomb	Worcester, Mass
Boston College	Boston, Mass		
Boston University	Boston, Mass		
Harvard University	Cambridge, Mass	George Higginson, treasurer of medical school building fund.	
		Various persons	
		Executors of Jonathan Brown Bright.	
		Estate of Dr. Martyn Paine.	
		Trustees of Abner W. Buttrick.	
		Executors of William Munroe.	
		Executors of Moses Day.	
		Various persons	
		Executors of Daniel Austin.	
		Alexander Agassiz and others.	
		Augustus Hemenway	

benefactions for 1880, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$4,000	$4,000						For general endowment.
650	650						For general endowment.
25,000		$25,000					To finish paying for the chapel; a like amount for the same purpose was reported as for 1879.
500		500					Improvement of building.
7,000							Purpose not specified.
500	500						To aid in paying professors' salaries.
							Gifts to the library and to the museum.
10,000							Purpose not specified.
18,808							Purpose not specified.
310							Contributions received for this university by the American Baptist Home Mission Society.
			$15,000				Appropriated to establish the "Winkley professorship of Latin language and literature."
90,250		25,000	50,000				$25,000 to complete Memorial Hall, and $50,000 for the foundation of the "Stone professorship of intellectual and moral philosophy."
	250						For general purposes.
			50,000				Out of this is to be founded a professorship of biology, and the remainder is to be devoted to general uses of the college.
57,000					$5,000		"For the aid of worthy young men in getting an education."
				$2,000			To establish the "Whitcomb scholarship."
600				600			For prizes.
10,000							Purpose not specified.
		54,545					Towards payment of Boylston street land.
	29,409						Subscriptions for the further endowment of the divinity school.
				25,000		$25,000	The income of $25,000 to be divided annually into five scholarships, and the income of $25,000 to be expended annually for books for the college library.
							$24,207 on account of the Robert Troup Paine fund.
					10,000		The net income to be paid semiannually to aid deserving young men in preparing for the ministry.
					10,140		The income for the use of meritorious students needing assistance.
					5,000		The income for the use of meritorious students needing assistance.
	4,330						Subscriptions for the observatory.
							$6,500 on account of bequest of $7,000 "to be used for some good college purpose at the discretion of the college government;" also, $500 on account of bequest of $1,000 to the divinity school.
208,032	3,165						Subscriptions for increase of the botanic garden fund.
		3,000					For apparatus for the Hemenway gymnasium.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Harvard University—Cont'd.	Cambridge, Mass	Executors of Charles Sumner.	
		Various persons	
		John Armory Lowell	
		Anonymous	
		Through Prof. Asa Gray	
		Various persons	
		George W. Wales	
		Robert N. Tappan	
		Edward Russell	
		William B. Weeden and B. M. Watson, jr.	
Tufts College	College Hill, Mass	Estate of Moses H. Day	
Williams College	Williamstown, Mass	Estate of Moses H. Day	
		Mrs. J. P. Adriance	Poughkeepsie, N. Y.
		Hon. William Hyde	Ware, Mass.
		Hon. Robert H. Pruyn	Albany, N. Y
Battle Creek College	Battle Creek, Mich	Various persons	
Hillsdale College	Hillsdale, Mich	Joseph Mauck	Cheshire, Ohio
		Free Baptist Education Society.	
Hope College	Holland, Mich	Various persons	
Olivet College	Olivet, Mich	Mrs. Valeria G. Stone	Malden, Mass
		Hon. W. G. Edsell	Otsego, Mich.
		Mrs. L. E. Tuttle	Guilford, Conn
		Various others	
		Mrs. Valeria G. Stone	Malden, Mass
		E. M. Williams	Minneapolis, Minn.
		Estate of Daniel Tyler Coit.	Norwich, Conn
		I. Nickerson	
		Roland Mather	Hartford, Conn
		Mrs. M. W. Wilkinson	Cambridgeport, Mass
Carleton College	Northfield, Minn	W. O. Grover	Boston, Mass
		E. W. Bryant	Wisconsin
		Mrs. E. K. Blatchford	Chicago, Ill
		Smith American Organ Co.	
		C. Boswell	
		Various persons	
		R. Hitchcock	
		Different sources	
		United States Executive Departments.	Washington, D. C.
University of Mississippi	Oxford, Miss	Rev. J. W. Lambuth, D. D.	Shanghai, China
		Other sources	

benefactions for 1880, *&c.*—Continued.

Total.	Benefactions. Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	Object of benefaction and remarks.
5	6	7	8	9	10	11	12
						$2,418	To be added to the amount heretofore received for the Sumner book fund.
	$2,751						Subscriptions for Chinese instruction.
		$1,000					For use at the botanic garden.
		800					$500 for use at the botanic garden and $300 for boiler for botanic lecture room.
		584					Unexpended balance of last year's herbarium subscription.
	2,100						Subscriptions for salaries.
						200	For books for the library.
				$150			"To be used as a prize or prizes on political science."
				125			To increase the scholarship founded by him.
						108	To aid in publishing library bulletins and for books for the Bussey Institution.
$5,000				5,000			For scholarships; probably the same as that reported in 1879, the college having been notified of the bequest in that year, but not actually receiving the same until 1880.
				5,000			For scholarships; probably the same as that reported in 1879, the college having been notified of the bequest in that year, but not actually receiving the same until 1880.
13,000							
				2,500			For scholarship.
				5,000			For scholarships.
						500	For library.
2,500	2,500						For general uses of the college.
	2,500						For buildings and endowment; $500 cash and $2,000 in land.
4,909	1,058						For current expenses.
		1,351					For buildings and endowment.
3,173	3,173						To meet current expenses.
	20,000						For endowment.
		1,000					Towards the funds necessary for the new building.
26,385							Gift of $1,000; purpose not specified.
							Gifts of $4,385; purpose not specified.
	10,000						For endowment fund.
	2,175						For endowment fund.
	2,500						For endowment fund.
	500						Haywood memorial fund for endowment.
	500						For endowment fund.
							Purpose of gift of $1,000 not specified.
							Purpose of gift of $1,000 not specified.
39,647							Purpose of gift of $1,000 not specified.
						1,000	This amount in books.
		2,500					For new ladies' hall.
		600					Value of gift of a pipe organ.
							Purpose of gift of $510 not specified.
							$4,000 were given in sums of $500 each; purpose not specified.
		500					This amount in building stone.
		180					For new ladies' hall.
						180	For library.
	11,583						For general purposes as needed.
							Various official documents sent to the library.
							Donation of books to the library.
							Various official documents sent to the library.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
University of the State of Missouri.	Columbia, Mo	Dr. S. S. Laws	Columbia, Mo
Central College	Fayette, Mo	Samuel Cupples	St. Louis, Mo
		W. McDonald	Kansas City, Mo
Westminster College	Fulton, Mo	Various persons	
William Jewell College	Liberty, Mo		
Drury College	Springfield, Mo	Mrs. Valeria G. Stone	Malden, Mass
		Frederick Marquand	Southport, Conn
		S. M. Edgell	St. Louis, Mo
		Mrs. James Smith	St. Louis, Mo
		Charles Fairbanks	London, Eng
		C. L. Goodell	St. Louis, Mo
		C. S. Greeley	St. Louis, Mo
Stewartsville College	Stewartsville, Mo	Anonymous	
Central Wesleyan College	Warrenton, Mo	William Niedringhous	St. Louis, Mo
		J. Niebuhr	Warrenton, Mo
Doane College	Creto, Nebr	Various persons	
Dartmouth College	Hanover, N. H	Henry Winkley	Philadelphia, Pa
		Mrs. Valeria G. Stone	Malden, Mass
		Various persons	
Rutgers College	New Brunswick, N.J		
College of New Jersey	Princeton, N. J	Robert L. Stuart	New York, N. Y
		John I. Blair	Blairstown, N. J
		Various persons	
St. Stephen's College	Annandale, N. Y	Society for Promoting Religion and Learning.	New York State
Wells College	Aurora, N. Y	Hon. Edwin B. Morgan	Aurora, N. Y
St. Lawrence University	Canton, N. Y	Luther Lamphere	
		Lester Taylor	Fly Creek, N. Y
Hamilton College	Clinton, N. Y	William Hoyt	Auburn, N. Y
		William H. Skinner	Vernon, N. Y
Hobart College	Geneva, N. Y	William C. Pierrepont	Pierrepont Manor, N. Y.
Madison University	Hamilton, N. Y	James B. Colgate	New York, N. Y
University of Rochester	Rochester, N. Y	John H. Deane	New York, N. Y
		John B. Trevor	New York, N. Y
		Jeremiah Millbank	New York, N. Y
		John D. Rockefeller	Cleveland, Ohio
		Lewis Rathbone	Albany, N. Y
		John F. Rathbone	Albany, N. Y
		William H. Harris	Cleveland, Ohio
		Mrs. Stillman Witt	Cleveland, Ohio
		William A. Cauldwell	New York, N. Y
		James T. Griffin	London, Eng
		Samuel S. Constant	New York, N. Y
		Various persons	
		Rev. R. B. Hull	New York, N. Y

benefactions for 1880, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
.....	.....	.....	.....	.....	.....	.....	Within the last year a spacious observatory has been erected upon the college campus, and a fine telescope purchased, the original cost of which (in Germany) was between three and four thousand dollars. For this munificent donation the people are indebted to the liberality of Dr. Laws.
$1,400	.....	$400	.....	.....	.....	.....	For apparatus.
1,000	$1,000	.....	.....	.....	.....	.....	For endowment fund.
9,000	9,000	.....	.....	.....	.....	.....	Raised mainly by the Presbyterians of Missouri for the payment of debt.
10,000	10,000	.....	.....	.....	.....	.....	For permanent endowment.
50,000	.....	25,000	$25,000	.....	.....	.....	$25,000 for chapel, $25,000 for endowment of "Stone professorship of mental and moral philosophy," and $20,750 given unconditionally.
5,000	5,000	.....	.....	.....	.....	.....	For endowment fund.
82,820	5,500	.....	.....	.....	.....	.....	For endowment fund.
500	500	.....	.....	.....	.....	.....	For endowment fund.
500	.....	500	.....	.....	.....	.....	For the further furnishing of Walter Fairbanks Hall.
270	270	.....	.....	.....	.....	.....	For endowment fund.
300	300	.....	.....	.....	.....	.....	For endowment fund.
100	100	.....	.....	.....	.....	.....	To increase the permanent fund.
1,500	.....	.....	.....	$1,000	.....	.....	For a scholarship fund.
500	.....	500	.....	.....	.....	.....	For beautifying the college grounds.
4,800	3,700	1,100	.....	.....	.....	.....	$3,700 for endowment and $1,100 for college building.
20,000	.....	.....	20,000	.....	.....	.....	For the endowment of professorship.
70,000	.....	.....	35,000	.....	.....	.....	For the endowment of professorship.
15,000	.....	.....	15,000	.....	.....	.....	For the endowment of professorship.
5,850	.....	.....	.....	.....	.....	.....	Purpose not specified.
100,000	.....	.....	100,000	.....	.....	.....	To supplement endowments of professorships.
132,650	.....	28,000	.....	.....	.....	.....	For a telescope.
3,000	.....	3,000	.....	.....	.....	.....	For care of grounds, and $1,650 purpose not specified.
8,000	8,000	.....	.....	.....	.....	.....	For current expenses.
10,000	.....	.....	.....	.....	.....	$10,000	For the library and art department.
300	.....	.....	.....	.....	.....	.....	Purpose of gift of $300 not specified.
4,800	.....	.....	.....	.....	$2,000	.....	For a fund for the benefit of indigent young men.
2,500	.....	.....	.....	.....	.....	.....	Purpose of gift of $2,500 not specified.
10,000	.....	.....	.....	.....	10,000	.....	The interest to be used in helping needy students of good character, with a preference for candidates for the Christian ministry.
2,000	.....	2,000	.....	.....	.....	.....	Increase of chemical and physical apparatus.
50,000	50,000	.....	.....	.....	.....	.....	Endowment for instruction.
100,000	.....	.....	45,500	54,500	.....	.....	$45,500 for a professorship fund and $54,500 for scholarship funds.
50,000	50,000	.....	.....	.....	.....	.....	For additional endowment.
25,000	25,000	.....	.....	.....	.....	.....	For additional endowment.
25,000	25,000	.....	.....	.....	.....	.....	For additional endowment.
12,500	.....	.....	.....	.....	.....	12,500	For the library.
256,800	.....	.....	.....	.....	.....	12,500	For the library.
6,000	6,000	.....	.....	.....	.....	.....	To increase the endowment fund.
5,000	5,000	.....	.....	.....	.....	.....	To increase the endowment fund.
5,000	5,000	.....	.....	.....	.....	.....	To increase the endowment fund.
5,000	5,000	.....	.....	.....	.....	.....	To increase the endowment fund.
5,000	5,000	.....	.....	.....	.....	.....	To increase the endowment fund.
4,800	4,800	.....	.....	.....	.....	.....	To increase the endowment fund.
1,000	.....	.....	.....	1,000	.....	.....	Endowment of the senior prize essay.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
		Miss Catharine L. Wolfe	
		Hon. Levi Parsons	New York, N. Y
		Mrs. Thomas H. Powers	
		Mrs. Alexander Brown	London, England
		Misses Ellen & Ida Mason	
		Robert A. Packer	
		Harry E. Packer	
		The Century Club	
Union College	Schenectady, N. Y	Robert Lenox Kennedy	
		Hon. Thomas A. Scott	
		John S. Perry	
		John H. Van Antwerp	
		Theodore Irwin	
		Sons of Asa Whitney	
		Mrs. Ives Gammell	
		Various persons	
Syracuse University	Syracuse, N. Y	Methodist Episcopal churches.	New York State
University of North Carolina	Chapel Hill, N. C	Rev. C. F. Deems	New York, N. Y
Shaw University	Raleigh, N. C	Various persons	
Trinity College	Trinity College, N. C	Various persons	
Baldwin University	Berea, Ohio		
Hebrew Union College	Cincinnati, Ohio	Henry Adler	Cincinnati, Ohio
		Various other	
Ohio Wesleyan University	Delaware, Ohio	William L. Ripley	Columbus, Ohio
		Mrs. Rebecca Brown	Bellefontaine, Ohio
		Henry Amrine	Union County, Ohio.
		Mrs. Sarah E. Boyd	
Kenyon College	Gambier, Ohio	R. B. Hayes	Washington, D. C
		P. Hayden	Columbus, Ohio
		H. P. Baldwin	Detroit, Mich
		William Horton	
		G. T. Bedell	Ohio
Denison University	Granville, Ohio	Various persons	
Marietta College	Marietta, Ohio	Mrs. Valeria G. Stone	Malden, Mass
		Joseph Perkins	Cleveland, Ohio
		Various persons	
Rio Grande College	Rio Grande, Ohio	Mrs. Permelia Wood	Rio Grande, Ohio
Scio College	Scio, Ohio		
Wittenberg College	Springfield, Ohio		
Heidelberg College	Tiffin, Ohio	Miss Sarah A. Hiviing	Xenia, Ohio
Urbana University	Urbana, Ohio	Mrs. M. A. Warner	Columbus, Ohio
		Mrs. S. Cason	Springfield, Ohio

benefactions for 1880, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
				$50,000			For scholarships; also $4,000 purpose not specified.
				50,000			For scholarships.
							Purpose of gift of $10,000 not specified.
							Purpose of gift of $5,000 not specified.
							Purpose of gift of $5,000 not specified.
							$5,000 interest bearing promise; purpose not specified.
							$5,000 interest bearing promise; purpose not specified.
	$3,500						Devoted principally to stipends of professors.
$153,544							Purpose of gift of $1,000 not specified.
							Purpose of gift of $1,000 not specified.
							A note for $1,000; purpose not specified.
							$1,000 interest bearing promise; purpose not specified.
							$1,000 interest bearing promise; purpose not specified.
							$1,000 for the Asa Whitney memorial.
							Purpose of gift of $1,000 not specified.
							Gifts amounting to $6,044; purpose not specified.
15,000	15,000						For the general fund; gift made in small sums payable in five annual instalments.
300					$300		To be added to former donations from the same source for the aid of indigent students.
2,217		$1,900					Contributions for medical building and for other purposes received for this university by the American Baptist Home Mission Society.
12,000	12,000						For payment of debt.
1,500		1,500					For buildings.
10,000					10,000		To educate the youth of all denominations in the Oriental languages.
							Donations of money, amounts not given.
	50,000						For endowment; to come to the university at the death of his wife.
54,100			$600				Toward the endowment of the president's chair.
							Purpose of gift of $2,000 not specified.
							Purpose of gift of $1,500 not specified.
							Purpose of gift of $1,000 not specified.
							Purpose of gift of $1,000 not specified.
13,000							Purpose of gift of $1,000 not specified.
							Purpose of gift of $5,000 not specified.
							Purpose of gift of $5,000 not specified.
	15,000						For the payment of debt.
20,000					5,000		A legacy; the income to be used in aiding students.
	10,000						For endowment.
20,395							Purpose of gift of $5,000 notaspecified.
							Gifts amounting to $5,395; purpose not specified.
1,160	1,160						To pay salaries of teachers.
600							Purpose not specified.
5,000	5,000						For endowment.
10,000			10,000				Towards a professorship to be named for the donor.
1,500	1,000						For the endowment fund.
	500						For the endowment fund.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Otterbein University	Westerville, Ohio	Various persons	
Antioch College	Yellow Springs, Ohio	Various persons	
University of Oregon	Eugene City, Oreg	Prof. T. M. Gatch	Eugene City, Oreg.
		Dr. Patterson	
Pacific University and Tualatin Academy.	Forest Grove, Oreg	Mr. Smith	Brimfield, Mass
Blue Mountain University	La Grande, Oreg	Various persons	
Philomath College	Philomath, Oreg	Various persons	
Dickinson College	Carlisle, Pa	Thomas Kelso (dec'd)	Baltimore, Md
		Dr. John Fisher	Baltimore Co., Md
Lafayette College	Easton, Pa	Charles O. Baird	Philadelphia, Pa
		Trustees of college and others.	
Haverford College	Haverford College, Pa.	Various persons	
Lincoln University	Lincoln University, Pa.	J. H. Cassidy	Haverstraw, N. Y
		Reuben J. Flick	Wilkes-Barre, Pa.
		H. H. Huston	Germantown, Pa.
		Miss Susan Gorgas	West Chester, Pa.
		Various others	
University at Lewisburg	Lewisburg, Pa	Various persons	
Allegheny College	Meadville, Pa	Marcus Hulings	Oil City, Pa
Mercersburg College	Mercersburg, Pa	Members of the Reformed Church in the United States.	
Westminster College	New Wilmington, Pa.	John Wilson	Lancaster, Pa.
		John Logan	Mercer, Pa.
		Various churches	
University of Pennsylvania	Philadelphia, Pa	Henry C. Gibson	
Swarthmore College	Swarthmore, Pa	Joseph Wharton	Philadelphia, Pa.
		Samuel Willets	New York, N. Y.
		Charles and Harriet Kirk	
Brown University	Providence, R. I	Stephen T. Olney	
		J. C. Hartshorn	Providence, R. I
		Mrs. E. B. Caswell	Newton, Mass
Newberry College	Newberry, S. C		
Southwestern Presbyterian University.	Clarksville, Tenn	James King	Jackson, La
Hiwassee College	Hiwassee College, Tenn.	Smithsonian Institution	Washington, D. C
Carson College	Mossy Creek, Tenn	Hon. James H. Carson	Dandridge, Tenn

Benefactions for 1880, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$2,775	$2,775						For general work of instruction.
1,865	1,865						For current expenses and library; also part of the bequest of Rev. Daniel Austin, which was reported in 1873, but not paid in until 1880.
							A gift of five volumes of Macaulay's History of England.
							A gift of fifteen volumes of British poets.
500	500						For general purposes.
3,000							Purpose not specified.
5,000	5,000						For relief, advertising, and extra teaching force.
11,000							Bequest of $10,000 invested by the education board of the Baltimore Conference of the Methodist Episcopal Church, the interest thereof coming in perpetuity to the college.
							Bequest of $1,000 to the same board in trust in the same way for the college.
27,950	17,950						A gift of $10,000 at the close of the year 1879, but not made public until 1880. For current expenses.
7,500		$7,500					For care of grounds, improvements in buildings, new apparatus, &c.
70,000			$20,000				For a professorship.
			20,000				For a professorship.
		10,000					For a dormitory building.
		3,000					For Livingstone Hall.
				$17,000			For scholarships and parts of professorships.
							Gifts to the library and museum; also voluntary contributions for the frescoing of commencement hall.
5,000		5,000					To complete the erection of Hulings Hall.
2,200	2,200						For general needs of the college.
15,000	500						For endowment.
	500						
	14,000						
50,000		50,000					To add a wing to the University Hospital.
6,100		5,000					Meeting-house costing $5,000; probably included in Mr. Wharton's benefaction as reported in 1879.
		1,000					For improvement of grounds.
						$100	For Friends' books.
38,000			35,000				For a professorship of natural history.
						2,000	For plants and botanical books.
	1,000						For general expenses.
2,175		2,175					For buildings and grounds.
6,000	6,000						For endowment fund; also various donations from other sources to the cabinets; Mr. King's gift was mentioned in 1879, but the amount was not then known.
							Valuable mineralogical specimens.
15,000					$15,000		In real estate; for the education of indigent young men for the ministry.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Central Tennessee College	Nashville, Tenn	Rev. R. S. Rust	Cincinnati, Ohio
		Rev. Samuel Meharry	Shawnee Mound, Ind
		Rev. Alexander Meharry	Eaton, Ohio
		Various persons	
Fisk University	Nashville, Tenn	Mrs. Valeria G. Stone	Malden, Mass
University of the South	Sewanee, Tenn	Rev. Fred Noll	
Marvin College	Waxahachie, Tex	Various persons	
University of Vermont and State Agricultural College.	Burlington, Vt	Rev. C. C. Parker	Parsippany, N. J
		Mrs. C. B. Lilley	Montpelier, Vt
		Citizens of Burlington	
		Henry Loomis and Lawrence Barnes.	Burlington, Vt
Hampden Sidney College	Hampden Sidney College, Va	Various persons	
Richmond College	Richmond, Va		
Roanoke College	Salem, Va	Jacob Persinger	Roanoke Co., Va
		Various others	
West Virginia College	Flemington, W. Va		
Lawrence University	Appleton, Wis	Joseph Rork	Appleton, Wis
		Various others	
Beloit College	Beloit, Wis	Rufus Dodge	Beaver Dam, Wis
		S. C. Morgan	Norwich, Conn
		Citizens of Beloit	
		Various others	
Galesville University	Galesville, Wis		
University of Wisconsin	Madison, Wis	C. C. Washburn	Madison, Wis
Milton College	Milton, Wis		
Ripon College	Ripon, Wis	Mrs. Valeria G. Stone	Malden, Mass
		Various others	
Northwestern University	Watertown, Wis		
Howard University	Washington, D. C	Various persons	
SCHOOLS OF SCIENCE (*mining, engineering, agriculture, &c.*):			
North Georgia Agricultural College.	Dahlonega, Ga	Thomas H. White	Cleveland, Ohio
Middle Georgia Military and Agricultural College.	Milledgeville, Ga	Various persons	
Purdue University	La Fayette, Ind	John Purdue (deceased)	
		Smithsonian Institution	Washington, D. C
		G. W. Clinton	Buffalo, N. Y
		Various persons	
State College of Agriculture and the Mechanic Arts.	Orono, Me	Hon. Abner Coburn	Skowhegan, Me
Massachusetts Institute of Technology.	Boston, Mass		

benefactions for 1880, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
	.....	$1,000	.....	.....	.....	.....	Purchase of building lot and erection of building for the medical department.
	.....	2,000	.....	.....	.....	.....	Purchase of building lot and erection of building for the medical department.
$5,350	.....	2,000	.....	.....	.....	.....	Purchase of building lot and erection of building for the medical department.
	.....	.....	.....	.....	$350	.....	To aid theological students.
60,000	.....	60,000	.....	.....	.....	.....	For the building and furnishing of the Livingstone missionary hall.
.....	.....	.....	.....	.....	.....	.....	2,000 volumes and 1,500 pamphlets for the library, the books to form the "Noll collection."
.....	.....	.....	.....	.....	.....	.....	A number of donations to the library.
	.....	.....	.....	$1,000	.....	.....	To found the "Parker scholarship."
	.....	.....	.....	.....	5,000	.....	To aid young women in the university and college.
8,150	.....	2,000	.....	.....	.....	.....	By subscription for repairing and enlarging building for the medical department.
	.....	.....	.....	150	.....	.....	To be given as a prize to boys raising the largest crop of corn and potatoes.
11,854	$11,854	.....	.....	.....	.....	.....	Subscriptions to increase the endowment of the college and to build up a library fund.
5,000	5,000	.....	.....	.....	.....	.....	For general purposes.
14,000	10,000	.....	.....	.....	.....	.....	For the maintenance of faculty.
	4,000	.....	.....	.....	.....	.....	
70	.....	.....	.....	.....	.....	.....	Purpose not specified.
12,000	6,000	.....	.....	.....	.....	.....	To cancel the debt on the institution.
	6,000	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	4,000	.....	For ministerial education.
13,000	1,500	.....	.....	.....	.....	.....	For endowment.
	.....	3,500	.....	.....	.....	.....	For building improvements.
	4,000	.....	.....	.....	.....	.....	For current expenses.
3,500	.....	.....	.....	.....	.....	.....	Purpose not specified.
10,000	.....	10,000	.....	.....	.....	.....	Towards the completion of an astronomical observatory.
3,365	3,365	.....	.....	.....	.....	.....	To pay current expenses.
38,100	20,000	.....	.....	.....	.....	.....	For the endowment fund.
	18,100	.....	.....	.....	.....	.....	
3,000	.....	.....	.....	.....	.....	.....	Purpose not specified.
2,453	.....	.....	.....	.....	1,188	.....	$1,188 to aid poor students; purpose for which $1,265 were given is not specified.
500	.....	.....	.....	.....	.....	$500	For library.
4,400	.....	4,400	.....	.....	.....	.....	For improvements and equipment and teachers' salaries.
	33,630	.....	.....	.....	.....	.....	Final payments of donation of $150,000 for the founding of Purdue University.
33,630	.....	.....	.....	.....	.....	.....	144 specimens of marine in vertebrata.
	.....	.....	.....	.....	.....	.....	1,200 species of plants.
	.....	.....	.....	.....	.....	.....	125 volumes for library.
250	.....	.....	.....	.....	.....	250	For library.
11,500	.....	.....	.....	.....	.....	.....	Purpose not specified.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF SCIENCE—Cont'd.			
Worcester County Free Institute of Industrial Science.	Worcester, Mass.	Hon. Stephen Salisbury	
New Hampshire College of Agriculture and the Mechanic Arts.	Hanover, N. H.	Hon. Frederick Smyth	Manchester, N. H.
Stevens Institute of Technology.	Hoboken, N. J	Henry Morton	Hoboken, N. J
Case School of Applied Science	Cleveland, Ohio	Leonard Case	Cleveland, Ohio
Hampton Normal and Agricultural Institute.	Hampton, Va	Various persons	
SCHOOLS OF THEOLOGY.			
Alabama Baptist Normal and Theological School.	Selma, Ala	American Baptist Home Mission Society. Baptists of Alabama and Northern States.	
San Francisco Theological Seminary.	San Francisco, Cal	R. L. Stuart and others	
Atlanta Baptist Seminary	Atlanta, Ga	Various persons	
Chicago Theological Seminary	Chicago, Ill	Mrs. Valeria G. Stone Col. C. G. Hammond Various persons	Malden, Mass Chicago, Ill
Presbyterian Theological Seminary of the Northwest.	Chicago, Ill	Rev. George Morris	
Garrett Biblical Institute	Evanston, Ill	Mrs. Cornelia A. Miller Various churches	Waterloo, Iowa
Swedish-American Augari College and Missionary Institute.	Knoxville, Ill	Various churches	
College of the Bible	Lexington, Ky	Elder A. Adams James Hulett	Kentucky Kentucky
Southern Baptist Theological Seminary.	Louisville, Ky	Hon. Joseph E. Brown	Atlanta, Ga
Bangor Theological Seminary	Bangor, Me	Mrs. Julia Stanley Hon. Erastus Fairbanks	Augusta, Me St. Johnsbury, Vt
Centenary Biblical Institute	Baltimore, Md	Rev. J. F. Goucher Various others	
Andover Theological Seminary	Andover, Mass	Henry Winkley Peter Smith (deceased) Mrs. Valeria G. Stone Rev. William R. Jewett Miss Elisabeth C. Jewett	Philadelphia, Pa Andover, Mass Malden, Mass Andover, Mass Boston, Mass

benefactions for 1880, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$2,000	$2,000						To defray current expenses.
100				$100			For two prizes to be awarded for excellence in "reading, writing, and speaking;" the same amount to be given annually for at least five years.
10,600		$10,600					A workshop, fitted up and furnished with steam engine and tools at an outlay of $10,000.
1,250,000	1,250,000						Estimated value of property given for the foundation and endowment of the Case School of Applied Science.
	14,507						For general purposes.
							$11,509 for various purposes not specified.
				16,160			For annual scholarships.
58,465	2,020						For endowment fund.
		3,658					For building fund.
					$2,924		For beneficiary fund.
					4,208		For Indian fund.
	448						For the Butler school.
		2,971					Relief fund for losses by fire.
	2,000						
4,000	2,000						For support of teachers and students and improvement of property.
57,000	57,000						To endow the institution.
803							Contributions received for this seminary by the American Baptist Home Mission Society.
			$50,000				For the endowment of the "Stone professorship."
78,966						$23,000	For a library hall.
							$5,966 given in small sums; purpose not specified.
1,500				1,500			For the partial endowment of a scholarship.
			1,500				Amount paid in on a bond of $30,000, payable $1,000 each year for thirty years, given by Mrs. Miller to found a professorship
2,500							
	1,000						Towards defraying current expenses.
900							Purpose not specified.
2,000	2,000						For permanent endowment; also donations from about 150 persons for the annual support of the college.
50,000			50,000				To endow a professorship.
1,800	1,500						For the general endowment fund.
	300						
24,000		17,500					$5,500 in cash, and a commanding site worth $12,000, the money to be used in building.
		6,500					For building.
	25,000						For general purposes.
						10,000	For library.
200,000	100,000		50,000				$100,000 for general purposes and $50,000 for the "Stone professorship."
		6,000					For building.
		9,000					For building.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Continued.			
Episcopal Theological School.	Cambridge, Mass	Amos A. Lawrence	
Newton Theological Institution.	Newton Centre, Mass	Gardner R. Colby	North Orange, N. J.
		Hon. J. Warren Merrill	Cambridge, Mass.
		Hon. E. C. Fitz	Chelsea, Mass.
		George D. Edmands	Charlestown, Mass.
		John Putnam	
		Harwood & Quincy	Boston, Mass
German Theological School of Newark.	Bloomfield, N. J		
Drew Theological Seminary	Madison, N. J	Various persons	
Theological Seminary of the Reformed (Dutch) Church in America.	New Brunswick, N. J	Gardner A. Sage	New York, N. Y.
Theological Seminary of the Presbyterian Church.	Princeton, N. J	Robert L. Stuart	New York, N. Y.
Auburn Theological Seminary	Auburn, N. Y.	Mrs. Elmira Scovel	Marcellus, N. Y.
		Rev. L. Brooks	Churchville, N. Y.
		T. S. Hubbell	Fredonia, N. Y.
		W. E. Dodge	New York, N. Y.
		Various persons	
Hartwick Seminary	Hartwick Seminary, N. Y.		
General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y.	George A. Jarvis	Brooklyn, N. Y.
		Charles H. Contoit	New York, N. Y.
		C. V. B. Ostrander	New York, N. Y.
Bennett Seminary	Greensboro', N. C		
Union Biblical Seminary	Dayton, Ohio	Robert Smith	Polo, Ill.
		Various others	
United Presbyterian Theological Seminary.	Xenia, Ohio	A. Collins	Greene County, Ohio
		Daniel Wilson	St. Louis, Mo.
		Joseph Harbison	Xenia, Ohio.
Theological Seminary of the United Presbyterian Church.	Allegheny City, Pa	Various persons	
Nashville Normal and Theological Institute.	Nashville, Tenn	Various persons	
Richmond Institute	Richmond, Va	Various persons	
Wayland Seminary	Washington, D. C.	Various persons	
SCHOOLS OF LAW.			
Union College of Law of the Chicago and Northwestern Universities.	Chicago, Ill	Callaghan & Co.	Chicago, Ill
		O. H. Horton	
		Law faculty of college	

benefactions for 1880, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$25,000	.....	$25,000	.....	.....	.....	.....	Value of a gift of a dormitory building.
	.....	.....	.....	$1,000	$500	.....	$1,000 for a scholarship and $500 for indigent students.
	.....	.....	.....	1,000	.....	.....	For a scholarship.
5,400	.....	.....	.....	1,000	.....	.....	For a scholarship.
	.....	.....	.....	.....	200	$200	For a scholarship.
	.....	.....	.....	500	.....	.....	$200 for needy students and $200 for library; a bequest.
10,238	$10,238	.....	.....	.....	.....	.....	Half scholarship.
100,000	100,000	.....	.....	.....	.....	.....	$9,528 for current expenses and $710 for payment of debt.
90,000	50,000	.....	.....	5,000	.....	35,000	For endowment.
100,000	.....	.....	$100,000	.....	.....	.....	$50,000 for endowment of Peter Hertzog Hall, $35,000 for library, and $5,000 for two scholarships.
	.....	.....	.....	2,912	.....	.....	To found the "Stuart professorship;" some thousands of dollars in this donation were appropriated to "dilapidated scholarships."
	.....	.....	1,000	.....	.....	.....	Towards a scholarship.
	.....	.....	1,000	.....	.....	.....	Professorship funds.
16,607	10,000	.....	.....	.....	.....	.....	Professorship funds.
	250	.....	1,100	345	.....	.....	A subscription made in 1873 for general endowment fund, but not paid until 1880.
5,000	.....	.....	5,000	.....	.....	.....	$250 for general purposes, $1,100 for professorship funds, and $345 for scholarships.
	10,000	.....	.....	.....	.....	.....	Toward the endowment of a professorship in theology.
16,000	5,000	.....	.....	.....	.....	.....	For the founding of the Bishop Paddock lectureship fund.
	1,000	.....	.....	.....	.....	.....	For endowment; the income to be used for current expenses.
40	.....	.....	.....	.....	40	.....	For endowment; the income to be used for current expenses.
	7,500	.....	.....	.....	.....	.....	For aid of students.
22,938	(15,438)	.....	.....	.....	.....	.....	For endowment.
	.....	.....	.....	.....	.....	.....	For endowment, contingent expenses, and building.
2,000	.....	.....	.....	.....	.....	.....	Purpose of gift of $1,000 not specified.
	.....	.....	.....	.....	.....	.....	Purpose of gift of $500 not specified.
2,752	2,752	.....	.....	.....	.....	.....	Gift of real estate valued at $500.
3,767	.....	.....	.....	.....	.....	.....	For endowment.
1,669	.....	50	.....	.....	.....	.....	Contributions received by the American Baptist Home Mission Society for this institute.
2,886	.....	1,755	.....	.....	.....	.....	Contributions received by the American Baptist Home Mission Society for this institute.
							$1,755 received for new building for this seminary by the American Baptist Home Mission Society, and $1,131 for other purposes.
	.....	.....	.....	100	.....	.....	Annual prize for best general scholarship in senior class.
175	.....	.....	.....	50	.....	.....	Annual prize for best thesis in senior class.
	.....	.....	.....	25	.....	.....	Annual prize for best scholarship in junior class.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF LAW—Continued.			
Law School of Cincinnati College.	Cincinnati, Ohio	Julius Dexter	
SCHOOLS OF MEDICINE.			
Hahnemann Medical College of Chicago.	Chicago, Ill		
American Medical College	St. Louis, Mo	Charles Band A. A. Miller	Crete, Nebr St. Louis, Mo
New York Medical College and Hospital for Women.	New York, N. Y	Mrs. Emma Keep Schley Dr. Clemence S. Lozier	
Pennsylvania College of Dental Surgery.	Philadelphia, Pa	Henry C. Carey (deceased)	Philadelphia, Pa
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN.			
Georgia Baptist Seminary for Young Ladies.	Gainesville, Ga	R. T. Wilson	New York State
De Pauw College for Young Women.	New Albany, Ind	W. C. De Pauw	New Albany, Ind
College of the Sisters of Bethany.	Topeka, Kans	A lady	Pittsburgh, Pa
Clinton College	Clinton, Ky	The Society of Friends	Philadelphia, Pa
Liberty Female College	Glasgow, Ky	Various persons	
Millersburg Female College	Millersburg, Ky	William Farr John McClintock	Bourbon Co., Ky
Smith College	Northampton, Mass		
Mt. Holyoke Female Seminary	South Hadley, Mass		
Wellesley College	Wellesley, Mass	Isaac D. Farnsworth M. H. Simpson	
Elizabeth Anll Female Seminary.	Lexington, Mo	Various persons	
New Hampshire Conference Seminary and Female College.	Tilton, N. H	Charles H. Tenney J. E. Chase, M. D	New York, N. Y Haverhill, Mass
Davenport Female College	Lenoir, N. C	Various persons	
Western Female Seminary	Oxford, Ohio	Preserved Smith	Dayton, Ohio
Lake Erie Female Seminary	Painesville, Ohio	Hon. William H. Upson D. P. Eells Rev. Hubbard Lawrence Hon. Reuben Hitchcock Gen. J. H. Devereux First Congregational Ch. Mrs. C. N. Thorpe	Akron, Ohio Cleveland, Ohio Florence, Ohio Painesville, Ohio Cleveland, Ohio Painesville, Ohio Philadelphia, Pa

benefactions for 1880, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$250				$250			For annual prizes, established in 1877, two for the best oral examinations, one for the best essay on a subject to be designated, and one to be awarded at the discretion of the committee.
10,000	$10,000						For hospital purposes.
200							Purpose of gift of $100 not specified.
		$100					Value of a gift of surgical instruments.
200							Purpose not specified.
1,000	1,000						For endowment fund.
750		750					For building.
1,000	1,000						For salary of teachers.
10,000		10,000					For building.
600		600					To build a boarding hall.
400							Purpose not specified.
164		164					Towards rebuilding college building.
4,000						$4,000	For the art gallery.
2,112		2,112					For passenger elevator and library.
65,000				45,000			For 9 scholarships of $5,000 each; 13 scholarships have been founded during the years 1878 to 1880, 4 being reported in the Bureau report for 1878 and the remaining 9 belonging to the years 1879 and 1880.
							Gifts of valuable statues, busts, paintings, and models to the art gallery.
		20,000					To erect Simpson Hall as a memorial to Mrs. M. H. Simpson.
2,000		2,000					To erect an addition to the buildings and to increase the library.
1,100	1,000						For endowment.
	100						For endowment.
2,000		2,000					Contributions from citizens of city and county for rebuilding after fire.
700	550					150	$700 is the annual income from a permanent fund, of which $200 is to be devoted to lectures, $150 to library and apparatus, and $350 is to be used as an educational fund.
2,546					$500		For aid of students and increase of educational appliances.
					1,100		For aid of students and increase of educational appliances.
					400		For aid of students and increase of educational appliances.
					226		For aid of students and increase of educational appliances.
					100		For aid of students and increase of educational appliances.
					170		For aid of students and increase of educational appliances.
		50					For furniture.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
PREPARATORY SCHOOLS.			
Connecticut Literary Institution.	Suffield, Conn		
Woodstock Academy	Woodstock, Conn		
Friends' Elementary and High School.	Baltimore, Md		Baltimore, Md
Worcester Academy	Worcester Mass		
Smith Academy	St. Louis, Mo		
Peddie Institute	Hightstown, N. J	Hon. William Bucknell Mrs. L. Longstreet	Philadelphia, Pa New Jersey
Cazenovia Seminary	Cazenovia, N. Y	Hon. James Callanan Alumni	Des Moines, Iowa New York State
Colgate Academy	Hamilton, N. Y	J. B. Colgate	Yonkers, N. Y
McKenzie College	McKenzie, Tenn	Citizens of McKenzie	
Tullahoma College	Tullahoma, Tenn	J. F. Maynard	Tullahoma, Tenn
Markham Academy	Milwaukee, Wis	John C. Spencer	Milwaukee, Wis
INSTITUTIONS FOR SECONDARY INSTRUCTION.			
Andrews Institute	Andrews Institute, Ala.	J. W. Weston	
Trinity Normal School	Athens, Ala	Various persons	
Talladega College	Talladega, Ala	Various persons	
Southland College	Helena, Ark	Sarah Slade Missionary Board of Indiana Yearly Meeting of Friends, and others. Benjamin Coates	Fall River, Mass Philadelphia, Pa
Golden Gate Academy	Oakland, Cal	Moses Hopkins	San Francisco, Cal
Florida Institute	Live Oak, Fla	Various persons	
Cookman Institute	Jacksonville, Fla	John Whetstone Thomas Brice	Cincinnati, Ohio Philadelphia, Pa
Santa Rosa County Graded Free School.	Milton, Fla	Mrs. W. J. Keyser	
West Florida Institute	Milton, Fla	Various persons	
Clark University	Atlanta, Ga	Mrs. Eliza Chrisman Freedmen's Aid Society of M. E. Church.	Topeka, Kans Cincinnati, Ohio
Buena Vista High School	Buena Vista, Ga	Various persons	
African Methodist Episcopal High School.	Cartersville, Ga	Various persons	Georgia
German Evangelical Lutheran School.	Addison, Ill	Various persons	

Benefactions for 1880, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$5,000	.....	.....	.....	.....	.....	.....	Purpose not specified.
200	.....	.....	.....	.....	.....	.....	Purpose not specified.
164	.....	.....	.....	.....	.....	.....	Purpose not specified.
28,500	$28,500	.....	.....	.....	.....	.....	Endowment fund raised by subscript'n.
1,000	.....	$1,000	.....	.....	.....	.....	For philosophical apparatus.
700	.....	.....	.....	.....	.....	$600	For library.
	.....	.....	.....	.....	.....	100	
50,000	30,000	.....	.....	.....	.....	.....	For liquidation of debt.
	20,000	.....	.....	.....	.....	.....	For permanent endowment.
25,000	25,000	.....	.....	.....	.....	.....	In bonds bearing 5 per cent. interest; to increase the permanent endowment.
500	.....	.....	.....	.....	.....	.....	Raised by subscription by citizens of McKenzie; the library was also founded in the same way.
500	.....	500	.....	.....	.....	.....	For improvement of building.
20	.....	.....	.....	$20	.....	.....	Value of a gold medal, called the "Spencer prize," in declamation.
.....	.....	.....	.....	.....	.....	.....	A gift of a building for use of school, that an institution of high grade may be kept up.
1,900	700	1,200	.....	.....	.....	.....	$700 for support of teachers and $1,200 to aid in building a school-house.
2,400	.....	.....	.....	.....	$2,400	.....	For the assistance of students.
4,852	2,070	.....	.....	.....	.....	.....	In land; rents to be used in paying teachers' salaries, or if sold funds to be used for endowment.
	1,000	633	.....	.....	649	.....	$1,000 to pay teachers for year's services, $633 for new dining room, new cistern, &c., and $649 to aid destitute children.
	500	.....	.....	.....	.....	.....	To pay teachers' salaries annually; interest only to be used.
50,000	50,000	.....	.....	.....	.....	.....	This amount pledged for endowment and payment of debt on condition that an equal amount be raised from other sources.
1,622	.....	.....	.....	.....	.....	.....	Contributions received for this institute by the American Baptist Home Mission Society.
200	.....	200	.....	.....	.....	.....	For repairing building.
1,000	1,000	.....	.....	.....	.....	.....	
1,450	1,450	.....	.....	.....	.....	.....	In subscription for the keeping up of a good graded free school.
13,000	.....	10,000	.....	.....	.....	.....	Towards a new building called Chrisman Hall, which was completed in 1880 at a total cost of $30,000, some portion of which was raised by Bishop Gilbert Haven, by Mrs. Bishop Clark, and others.
	3,000	.....	.....	.....	.....	.....	To pay salaries.
300	.....	300	.....	.....	.....	.....	To improve buildings and purchase piano.
200	.....	200	.....	.....	.....	.....	To aid in erecting suitable buildings
1,629	.....	.....	.....	.....	.....	.....	Purpose not specified.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Jennings Seminary	Aurora, Ill		
Freie Deutsche Schule	Danville, Ill		
Coe Collegiate Institute	Cedar Rapids, Iowa	T. M. Sinclair	Cedar Rapids, Iowa.
Danish High School	Elk Horn, Iowa	Various persons	
Epworth Seminary	Epworth, Iowa	Citizens of Epworth	
Lenox Collegiate Institute	Hopkinton, Iowa	Mrs. Helen Finley	Dubuque, Iowa
Friends' Academy	Le Grand, Iowa	Various persons	
Teachers' Seminary of the German Evangelical Synod of Iowa.	Waverly, Iowa		
Alexander College	Burkesville, Ky	J. T. Gothright	Louisville, Ky
Bethel Academy	Nicholasville, Ky	Residents of Nicholasville	
Bath Seminary	Owingsville, Ky	J. M. Clyde Town of Owingsville and Menifee heirs.	Covington, Ky
West Liberty Male and Female Seminary.	West Liberty, Ky	W. R. Gibbs	West Liberty, Ky
St. Hyacinth's Academy	Monroe, La	Young Catholic Friends' Society.	Monroe, La
Peabody Normal Seminary	New Orleans, La	Various persons	
Fryeburg Academy	Fryeburg, Me	Mrs. Valeria G. Stone	Malden, Mass
The Hannah More Academy	Reisterstown, Md	Mr. and Mrs. Samuel G. Wyman. The society of the graduates.	Baltimore, Md
Shattuck School	Faribault, Minn	F. A. Thropold	Faribault, Minn
St. Olaf's School	Northfield, Minn	Various persons	
Gustavus Adolphus College	St. Peter, Minn	Evangelical Lutheran Swedish Conference.	
Wesleyan Methodist Seminary	Wasioja, Minn	Thomas Carbert Various others	Cincinnati, Ohio
Natchez Seminary	Natchez, Miss		
Avalon Academy	Avalon, Mo	Various persons	
Morrisville Male and Female Collegiate Institute.	Morrisville, Mo	Various persons	
Park College	Parkville, Mo	Hon. George S. Park William Thaw Various others	Lostant, Ill Pittsburgh, Pa
Salem Academy	Salem, Mo	D. Appleton & Co Van Antwerp, Bragg & Co Various others	New York, N. Y Cincinnati, Ohio
Nebraska Baptist Seminary	Gibbon, Nebr	Citizens of Gibbon	
Brackett Academy	Greenland, N. H	Rev. Edward Bobie, D. D. Mrs. A. E. Newhall	Greenland, N. H
Pembroke Academy	Pembroke, N. H	Samuel P. Langmaid (deceased).	Somerville, Mass
South Jersey Institute	Bridgeton, N. J	William E. Bucknell	Philadelphia, Pa
Centenary Collegiate Institute	Hackettstown, N. J		
German-American Elementary and High Grammar School.	Newark, N. J	Various persons	
Cayuga Lake Academy	Aurora, N. Y	Hon. Edwin B. Morgan	Aurora, N. Y
Adelphi Academy	Brooklyn, N. Y	Leonard Richardson William Richardson	Brooklyn, N. Y

benefactions for 1880, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$500	$500						Repairs and insurance.
150	150						For teacher's salary.
21,000	10,000						For endowment.
	11,000						
200	200						
700		$700					For repairs.
15	15						For general expense fund.
300	300						To pay salaries of teachers and expenses of the school.
3,000		3,000					Free contributions for building.
850					$850		To pay tuition of young ladies.
6,200		6,200					To erect a building.
4,200	1,200						For the establishment of a permanent high school; the $3,000 were given in grounds.
		3,000					
250		250					School house fixtures, &c.
50					50		For education of indigent children.
1,200	1,200						Local contributions for the support of school; this school also receives an annual appropriation from the Peabody fund.
10,000							Purpose not specified.
							Money for repairs and improvements and for support of scholars.
3,000				$3,000			For scholarship.
350	350						Raised by subscription for the endowment fund.
4,000	4,000						Payment of indebtedness and support of school.
200	100						For endowment.
	100						
373	373						Contributions received for this seminary by the American Baptist Home Mission Society.
100	100						For general purposes.
1,000	1,000						For payment of debt and support of faculty.
6,000	6,000						For general uses.
300						$300	Value of 150 books donated to library.
17,500	17,500						For the permanent maintenance of a school equal in grade to an academy.
60							In fuel and books.
5,000	5,000						For general purposes.
700						700	For library.
200						200	For art gallery and library.
1,520		1,520					To raise part of mortgage.
10,000	10,000						For general uses.
590	560						For payment of debt.
	30						

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Le Roy Academic Institute	Le Roy, N. Y		
Pike Seminary	Pike, N. Y	Citizens of Pike	
Rochester Realschule	Rochester, N. Y	Rochester Realschulverein	
New Garden Boarding School	New Garden, N. C	Philip P. Dunn and others	Trenton, N. J
Catawba High School	Newton, N. C	Various persons	
Trap Hill Institute	Trap Hill, N. C		
Yadkin College	Yadkin College, N. C	Citizens of Yadkin College. Members of M. P. Church A friend	North Carolina Pennsylvania
Albany Enterprise Academy	Albany, Ohio	Various persons	
Beverly College	Beverly, Ohio	Enoch McIntosh	Beverly, Ohio
Albany Collegiate Institute	Albany, Oreg		
Ashland College and Normal School.	Ashland, Oreg	W. C. Myer Various persons	
Keystone Academy	Factoryville, Pa		
Laird Institute	Murrysville, Pa	Students of the institute	
Union Seminary	New Berlin, Pa		Various persons
New Lebanon Institute	New Lebanon, Pa	Various persons	
Susquehanna Collegiate Institute.	Towanda, Pa	John W. Hollenback Richard Woodward	Wilkes-Barre, Pa
Friends' New England Boarding School.	Providence, R. I	Philip Tripp	Freetown, Mass
Polytechnic and Industrial Institute.	Bluffton, S. C	Mrs. H. A. Perkins Miss M. D. Wardlaw A friend Mr. and Miss Jones	Hartford, Conn Bridgeport, Conn New York, N. Y New Bedford, Mass
Benedict Institute	Columbia, S. C	Various persons	Northern States
West Tennessee Seminary	Hollow Rock, Tenn	Various persons	
Odd Fellows' Male and Female College.	Humboldt, Tenn		Humboldt, Tenn
Holston Seminary	New Market, Tenn		
Clear Spring Academy	Rheatown, Tenn	Various persons	
White Seminary	Sparta, Tenn		
Corenal Institute	San Marcos, Tex		
Goddard Seminary	Barre, Vt	Various persons	
St. Johnsbury Academy	St. Johnsbury, Vt	Thaddeus Fairbanks	St. Johnsbury, Vt
Mt. Pisgah Academy	Aylett's P. O., Va	Unknown	
Storer College	Harper's Ferry, W. Va.		
College of the Mission House	Franklin, Wis	N. W. Synod of the Reformed Church in the United States.	
National German-American Teachers' Seminary.	Milwaukee, Wis	Mrs. Anna Oftendorfer	New York, N. Y
Indian University	Tahlequah, Ind. T	Various persons	
Albuquerque Academy	Albuquerque, N. Mex	New West Education Commission.	Chicago, Ill
Las Vegas Academy	Las Vegas, N. Mex	New West Education Commission.	Chicago, Ill
Las Vegas College	Las Vegas, N. Mex	Various persons	

benefactions for 1880, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
							Various educational reports, pamphlets, &c., for the library.
$43		$43					For apparatus.
800	$800						To support a non-sectarian school.
350		350					For improvements in buildings; a full set of table ware was also received.
4,000		4,000					For building and chemical apparatus.
320							Purpose not specified.
3,000		1,500 1,000 500					To erect a new building.
320	320						Tuition purposes.
25							Purpose not specified.
500							Purpose not specified.
3,500	500 3,000						For the founding of the college.
2,500							Purpose not specified.
400						$400	Value of books donated to the library.
100							Purpose not specified.
2,500		2,500					Given in various sums for the erection of a school building.
13,000	13,000						For permanent endowment; the gift conditional on the raising of $10,000 more.
							A gift of a fine collection of geological specimens.
2,000					$2,000		To aid students.
1,300		200 600 300 200					For building fund. For machinery. For building fund. For building fund
9,000		9,000					For new buildings.
138		138					To pay debt on buildings.
125		125					For chemical apparatus and organ.
275		275					Value of organ received.
500		500					For improving the buildings.
5		5					Value of a stage built by a club for use in exhibitions and concerts.
245		245					In money and a terrestrial globe.
10,000	10,000						Raised by subscription for the payment of teachers.
4,628	4,628						For current expenses.
60						60	In books and pictures for the library.
500	500						For general purposes.
4,500					4,500		In aid of students purposing to serve the church as ministers or teachers.
10,000							Purpose not specified.
223							Contributions received for this university by the American Baptist Home Mission Society.
1,400	1,400						To pay salaries.
1,000	1,000						For the founding of a Christian school
							Gifts of minerals and philosophical apparatus to aid in forming cabinet and museum.

TABLE XXIV.—*Statistics of educations*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Brigham Young College	Logan City, Utah	Brigham Young (deceased)	Salt Lake City, Utah
Wahsatch Academy	Mt. Pleasant, Utah	Ladies' Society Mrs. S. E. Haines and others. C. J. Dockstoder and others.	Cedar Rapids, Iowa. Elizabeth, N. J. Cleveland, Ohio
School of the Good Shepherd	Ogden, Utah		
Presbyterian Mission School	Payson, Utah		
St. Mark's Grammar School	Salt Lake City, Utah	Subscriptions from Sunday schools, churches, and individuals.	
Salt Lake Academy	Salt Lake City, Utah	New West Education Commission.	Chicago, Ill.
Salt Lake Collegiate Institute	Salt Lake City, Utah	Missionary societies and various individuals.	
TRAINING SCHOOLS FOR NURSES.			
Connecticut Training School for Nurses.	New Haven, Conn		
Boston Training School for Nurses.	Boston, Mass		
Training School for Nurses (New England Hospital).	Boston, Mass		
Training School for Nurses (Bellevue Hospital).	New York, N.Y.		
INSTITUTIONS FOR THE DEAF AND DUMB AND THE BLIND.			
Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal	Levi Strauss	San Francisco, Cal.
Maryland Institution for the Instruction of the Blind.	Baltimore, Md	Benjamin Riegle (dec'd) Miss Wilkins (deceased)	
New England Industrial School for Deaf-Mutes.	Beverly, Mass	A lady Various persons	Boston, Mass
Perkins Institution and Massachusetts School for the Blind.	Boston, Mass	William Taylor (dec'd) William Munroe (dec'd) Henry B. Rogers	
Institution for the Improved Instruction of Deaf-Mutes.	New York, N.Y.	Joseph Seligman (dec'd)	New York, N.Y.
New York Institution for the Blind.	New York, N.Y.		
New York Institution for the Instruction of the Deaf and Dumb.	New York, N.Y.	D. Morley	New York, N.Y.
Pennsylvania Institution for the Deaf and Dumb.	Philadelphia, Pa	Miss Eliza Harland (dec'd)	
Pennsylvania Institution for the Instruction of the Blind.	Philadelphia, Pa	Eliza Hutchinson (dec'd) Eliza Harland (deceased) Joseph Watson Hibb, (deceased). Mrs. Volz Alfred C. Harrison	

benefactions for 1880, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$96,427	.....	$96,427	.....	.....	.....	.....	Estimated value of 96,427 acres of land bequeathed by Brigham Young for the education of children of the Latter Day Saints; this was probably received prior to 1880, but is for the first time reported.
575	.....	.....	.....	.....	$200	.....	Education of indigent young persons.
	.....	.....	.....	.....	300	.....	
	.....	.....	.....	.....	75	.....	
.....	.....	.....	.....	.....	.....	.....	Money received from churches in the East for grounds, buildings, desks, apparatus, &c.; also money for scholarships at $40 each.
50	.....	.....	.....	.....	.....	.....	Purpose not specified.
6,000	.....	.....	.....	.....	6,000	.....	To educate poor children; given in cash for scholarships at $40 each.
1,800	$1,800	.....	.....	.....	.....	.....	To pay teachers.
8,000	8,000	.....	.....	.....	.....	.....	To help on the mission work.
2,250	.....	2,250	.....	.....	.....	.....	For building a dormitory.
7,500	.....	.....	.....	.....	.....	.....	A bequest; purpose not specified.
25,000	.....	.....	.....	.....	.....	.....	Purpose not specified.
6,135	.....	.....	.....	.....	.....	.....	Purpose not specified.
5,000	5,000	.....	.....	.....	.....	.....	For general purposes; interest only to be used.
1,007	977	.....	.....	.....	.....	.....	Bequest from estate; purpose not specified.
	30	.....	.....	.....	.....	.....	Bequest from estate; purpose not specified.
2,746	.....	300	.....	.....	.....	.....	To aid in the erection of a shop.
	2,446	.....	.....	.....	.....	.....	For general support.
1,901	.....	.....	.....	.....	.....	.....	From the executors of the will of William Taylor the final payment of $891.
	.....	.....	.....	.....	.....	.....	Payment from the estate of William Munroe of $100.
	1,000	.....	.....	.....	.....	.....	For a permanent printing fund.
500	500	.....	.....	.....	.....	.....	Bequest for general purposes.
7,146	.....	.....	.....	.....	.....	.....	Donations and legacies amounting to $7,146.
1,390	1,390	.....	.....	.....	.....	.....	For general purposes.
415	.....	.....	.....	.....	.....	.....	A legacy; purpose not specified.
2,388	.....	.....	.....	.....	.....	.....	Legacy of $68.
	.....	.....	.....	.....	.....	.....	Legacy of $415.
	.....	.....	.....	.....	.....	.....	Legacy of $855.
	.....	.....	.....	.....	.....	.....	Donation of $50.
	.....	.....	.....	$1,000	.....	.....	To establish fund for prizes in the manufacturing department.

TABLE XXV.—*Publications, educational, historical, &c., for* 1880; *compiled from publishers' announcements by the United States Bureau of Education.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
ARCHÆOLOGY, FINE ARTS, AND MUSIC.					
The American Antiquarian and Oriental Journal. Edited by Rev. Stephen D. Peet and others. A quarterly journal.	Thomas H. Bush	Chicago, Ill			Per an., $3 00
How to Understand Music. By W. S. B. Mathews	W. S. B. Mathews	do	8vo	296	2 25
The Art of Singing and Vocal Culture. By Prof. Ferd. Sieber	Oliver Ditson & Co	Boston, Mass	16mo	95	
A Book of Rhymes and Tunes. By Margaret P. Osgood	do	do	4to	128	
Song Bells. By L. O. Emerson	do	do	Obl. 16mo	216	
The Welcome Chorus. By W. S. Tilden	do	do	Obl. 8vo	256	
The American Art Review. Edited by S. R. Koehler, William C. Prime, and Charles C. Perkins. Vol. 1.	Estes & Lauriat	do	4to	556	13 50
Treatise on Etching. By Maxime Lalanne. From the second French edition. By S. R. Koehler.	do	do	8vo	30+76	3 50
National Hymn and Tune Book. By L. W. Mason. For use in high and normal schools.	Ginn & Heath	do	8vo	2+126	70
Gleanings in the Field of Art. By Mrs. Edna D. Cheney	Lee & Shepard	do			
History of Ancient Art. By John Winckelmann. Translated by Dr. G. H. Lodge. With 75 engravings. 2 vols.	James R. Osgood & Co	do	8vo		9 00
Pocket Manual and Music Reader. By Jos. P. Cobb	J. M. Russell	do	12mo	48	25
Public School Hymnal. Compiled by Irving Emerson	do	do	12mo	160	40
Contributions to the Archæology of Missouri by the St. Louis Academy of Science. Part I. Pottery: Archæological Remains in Southeastern Missouri. By W. B. Potter.. / The Ancient Pottery of Southeastern Missouri. By Dr. Edward Evers.	G. A. Bates	Salem, Mass	Folio	(54 p., 24 pl., & 5 maps.	Paper, 3 00
American Painters. Biographical sketches of sixty-eight American artists, with 104 examples of their work. New and enlarged edition.	D. Appleton & Co	New York, N. Y	4to		8 00
British Painters. With 80 examples of their work	do	do	4to	6+162	6 00
Krüsi's Easy Drawing Lessons. Three series	do	do			Each, 15
Bartley's School Hymnal	A. S. Barnes & Co	do			75
The Schools of Modern Art in Germany. By J. Beavington Atkinson. Illustrated.	J. W. Bouton	do	4to		12 00
Great Painters of Christendom. By J. Forbes Robinson. New edition	Cassell, Petter, Galpin & Co	do	Roy. 4to	448	10 00
History of Painting: Ancient, Early Christian, and Mediæval. From the German of Prof. Alfred Woltmann and Dr. Karl Woermann. Edited by Sidney Colvin, M. A. Illustrated.	Dodd, Mead & Co	do	Imp. 8vo	26+505	7 50
Lübke's History of Art. Fourth edition. New translation from seventh German edition. Edited, with notes, by Clarence Cook. 2 vols. Illustrated.	do	do	8vo		14 00
Ilios, the City and Country of the Trojans. By Dr. Henry Schliemann, F. S. A., F. R. I. With maps, plans, and illustrations.	Harper & Bros	do	Imp. 8vo	16+800	12 00
Practical Keramics for Students. By C. A. Janvier	Henry Holt & Co	do	8vo	11+258	2 50
Essays on Art and Archæology. By C. T. Newton	Macmillan & Co	do	8vo	3+472	4 00

German edition: Edited, with notes, by Charles Sedley					
Ilios, the City and Country of the Trojans. By Dr. Henry Schliemann, F. S. A., F. R. I. With maps, plans, and illustrations.	Harper & Bros	do	Imp. 8vo	16+800	12 00
Practical Keramics for Students. By C. A. Jauvier	Henry Holt & Co	do	8vo	11+258	2 50
Essays on Art and Archæology. By C. T. Newton	Macmillan & Co	do	8vo	3+472	4 00

Etched Work of Rembrandt. By F. S. Haden. New edition. Illustrated	do	do	8vo		1 50
The Minor Arts: Porcelain Painting, Wood-Carving, Stencilling, Modelling, Mosaic Work, &c. By Charles G. Leland. Illustrated.	do	do	12mo	19+148	90
The Year's Art. Compiled by Marcus B. Huish	Frederick Pustet & Co	do	16mo	14+218	90
Organ School. By H. Oberhoffer. Translated from the third German edition by E. W. Oberhoffer.	do	do		274	
Art Suggestions from the Masters. Edited by Susan N. Carter	G. P. Putnam's Sons	do	12mo		1 25
Learning to Draw. By Viollet-le-Duc. Illustrated	do	do	8vo		2 00
Practical School of Vocal Culture. By G. Federlein	G. Schirmer	do	4to	100	2 50
Music and Musicians: Essays and Criticisms. By Rob. Schumann. Translated, edited, and annotated by Fanny Raymond Ritter. Second series.	E. Schuberth & Co	do	8vo	540	2 75
Ancient Mycenæ. By Dr. Henry Schliemann. Enlarged and revised edition. With maps, plates, &c.	Charles Scribner's Sons	do	4to	68+404	7 50
Hand-Book of Drawing. By William Walker. First American from second English edition.	do	do	12mo	24+270	1 75
Art and Science Hand-Books. South Kensington Museum:					
Spanish Art. By Señor J. F. Riano. Illustrated	Scribner & Welford	do			1 50
Japanese Pottery. By a native. Edited by A. W. Franks. Illustrated.	do	do	Cr. 8vo		1 00
Examples of Works of Art in the South Kensington Museum, and of the Decorations of the Building. 96 reproductions of etchings by students of the schools of art.	do	do	4to		7 00
A History of Greek Sculpture. From the Earliest Times down to the Age of Phidias. By A. S. Murray. With 70 illustrations.	do	do	8vo		6 75
History of Painting. By Mrs. C. Heaton. Illustrated	do	do	8vo	534	4 50
Illustrated Text-Books of Art Education. New series. Edited by Edward J. Poynter, R. A.:					
1. Painting. Classic and Italian. By Edward J. Poynter and Percy R. Head. 80 illustrations.	do	do			2 00
2. Architecture. Gothic and Renaissance. By T. Roger Smith. 120 illustrations.	do	do			2 00
Introduction to the Study of Gothic Architecture. By J. H. Parker. Illustrated.	do	do	16mo		2 00
Instances of Accessory Art. By L. F. Day	do	do	Folio		5 00
Musical Studies. By Francis Hueffer	do	do	12mo		2 40
Nile Gleanings concerning the Ethnology, History, and Art of Ancient Egypt. By Villiers Stuart. With 58 plates.	do	do	Imp. 8vo		12 60
China Painting in America. By Camille Piton. Parts 2 and 3 in 1 volume, with Album, No. 3, of 8 plates.	John Wiley & Sons	do	12mo	4+94+61	2 00
Hand-Book of Pottery and Porcelain; or, History of those Arts from the Earliest Period. By Hodder M. Westropp. Illustrated.	R. Worthington	do	12mo	9+171	2 00
Pictures and Painters of the English School. By W. Cosmo Monkhouse. Illustrated.	do	do	4to		10 00
Science of Voice Production and Voice Preservation. By Gordon Holmes Illustrated.	do	do	12mo	9+157	1 00
Charcoal Drawing without a Master. By Karl Robert. Translated by Elizabeth Haven Appleton. Illustrated.	Robert Clarke & Co	Cincinnati, Ohio	8vo	113	1 00
Elementary Perspective Explained and Applied to Familiar Objects. By M. J. Keller. With 17 plates.	do	do	12mo		1 00
Instructions in the Art of Modelling in Clay. By A. L. Vago. With an Appendix on Modelling in Foliage, &c., by Benn Pitman. Illustrated.	do	do	Sq. 12mo	72	1 00
Pottery Decoration. By M. Louise McLaughlin. Illustrated	do	do	Sq. 12mo	95	1 00

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
ARCHÆOLOGY, FINE ARTS, AND MUSIC—Continued.					
A Practical Manual in the Decoration of Hard Porcelain. By M. Louise McLaughlin. Tenth thousand.	Robert Clarke & Co	Cincinnati, Ohio	Sq. 12mo		$0 75
First Twenty Hours in Music. By Rob. Challoner	G. D. Newhall & Co	do	Obl. 16mo	8+44	75
History of the Science and Art of Music. By Rob. Challoner. For use of schools and private teachers.	do	do	8vo	305	1 50
How to Draw and Paint. With 42 plates	J. & H. Dickerson	Philadelphia, Pa	12mo	65	Paper, 1 00
Harmony on the Inductive Method. By Hugh A. Clarke	Lee & Walker	do	12mo	144	1 00
System of Industrial Art Drawing. By E. Croasdale:					
Elementary. No. 5	J. M. Stoddart & Co; J. B. Lippincott & Co	do	8vo		25
Perspective. Fourth series. No. 3	do	do	4to		35
Object. Fifth series. No. 2	do	do	8vo		25
Landscape. Sixth series. No. 1	do	do	4to		50
BIBLIOGRAPHY AND LITERATURE.					
British Thoughts and Thinkers. By George S. Morris. Introductory Studies, Critical, Biographical, and Philosophical.	S. C. Griggs & Co	Chicago, Ill	12mo	388	175
Manual of Classical Literature. By Charles Morris	do	do	12mo	420	1 75
Familiar Talks on English Literature. By Mrs. Abby Sage Richardson	Jansen, McClurg & Co	do	8vo	454	2 00
Student's Hand-book of British and American Literature. By Rev. O. L. Jenkins. Second edition, revised and enlarged.	J. Murphy & Co	Baltimore, Md	12mo	564	1 50
Brief History of Roman Literature for Schools and Colleges. By Hermann Bender. Translated and edited from the German by E. P. Crowell and H. B. Richardson.	Ginn & Heath	Boston, Mass	12mo	20+152	1 05
Complete Works of William Shakespeare. With life of the poet, notes, and index. By Rev. H. N. Hudson. Harvard edition. In 20 vols. Vols. 1–12. Same, in 10 vols.	do	do			20 v., 25 00; 10 v., 20 00
Shakespeare's Works. With introduction and notes, for the use of schools. By Rev. H. N. Hudson. (Annotated English Classics:)					
As You Like It	do	do	16mo	26+159	65
Henry IV. Pt. 1 and Pt. 2	do	do	16mo	205; 201	Each, 65
History of King John	do	do	16mo	26+165	65
King Richard III	do	do	16mo	219	65
A Midsummer Night's Dream	do	do	16mo	36+128	65
Much Ado About Nothing	do	do	16mo	158	65
Romeo and Juliet	do	do	16mo	168	65
Twelfth Night; or, What You Will	do	do	16mo	26+151	65
The Winter's Tale	do	do	16mo	196	65

Romeo and Juliet	do	do	16mo	168	65
Twelfth Night; or, What You Will	do	do	16mo	26+151	65
The Winter's Tale	do	do	16mo	196	65

Macaulay's Complete Works. Riverside edition. 8 volumes (including the History of England, 4 vols.).	Houghton, Mifflin & Co A. C. Armstrong & Son	do New York, N. Y			10 00
American Prose: Hawthorne, Irving, Longfellow, Whittier, Holmes, Lowell, Thoreau, Emerson. With introduction and notes by editor of American Poems.	Houghton, Osgood & Co	Boston, Mass	16mo	8+424	1 25
Coleridge, Shelley, Goethe: Biographic Æsthetic Studies. By George H. Calvert.	Lee & Shepard	do	16mo	297	1 50
Who Wrote It? A Dictionary of Literature. By Wm. A. Wheeler and Charles G. Wheeler.	do	do			
The Englishman and the Scandinavian; or, a Comparison of Anglo-Saxon and Old Norse Literature. By Frederick Metcalfe.	D. Lothrop & Co	do	8vo	514	450
Outlines of English Classics. By Albert F. Blaisdell	New England Publishing Co	do			1 00
Self-Culture, Physical, Intellectual, Moral and Spiritual. By James Freeman Clarke. A course of lectures.	James R. Osgood & Co	do	12mo	2+446	1 50
Sanskrit and its Kindred Literatures. By Laura Elizabeth Poor. Studies in comparative mythology.	Roberts Brothers	do	16mo	8+468	2 00
Literary Studies from the Great British Authors. By Horace H. Morgan	G. I. Jones & Co	St. Louis, Mo	8vo	19+440	1 50
What to Read, and Where to Find It. Compiled by H. E. Manchester. List of over 200 selections.	Peter Paul & Bro	Buffalo, N. Y	Sq. 16mo	20	Paper, 10
Acme Library of Modern Classics	American Book Exchange	New York, N. Y	16mo	472	50
Library Magazine of Select Foreign Literature. Vol. 3	do	do	16mo	4+1152	60
Classical Writers. Edited by John Richard Green:					
Vergil. By H. Nettleship	D. Appleton & Co	do	16mo	3+106	60
Sophocles. By Lewis Campbell, LL. D	do	do	16mo	157	60
Livy. By Rev. W. W. Capes	do	do	16mo	119	60
Historical Poetry of the Ancient Hebrews. Translated by Michael Heilprin. Vol. 2.	do	do	Cr. 8vo		2 00
Disraeli's Complete Works. Edited by Lord Beaconsfield. New edition. In 6 volumes.	A. C. Armstrong & Son	do			7 50
Library of English Literature. By Prof. Henry Morley. Vol. IV. Shorter Prose Works. With numerous engravings.	Cassell, Petter, Galpin & Co	do	8vo		5 00
Pictures from English Literature. Text by J. F. Waller, LL. D. Illustrated by E. M. Ward, R. A., and others. New edition.	do	do	Sq. 8vo	8+163	2 50
Macaulay's Critical, Historical, and Miscellaneous Essays. New edition, 3 vols.	Albert Cogswell & Co	do	12mo		3 75
The Civilization of the Period of the Renaissance in Italy. By Jacob Burckhardt. 2 vols.	Dodd, Mead & Co	do	8vo		7 50
Essays: Goethe; Burns; Luther's Psalm; Schiller; Memoirs of Mirabeau; Death of Goethe. By Thomas Carlyle. (Standard series, No. 8.)	I. K. Funk & Co	do	4to		Paper, 20
Essays: Milton; Dryden; History; Johnson (2 essays); Bunyan; On the Athenian Orators; Montgomery's Poems. By Thomas Babington (Lord) Macaulay. (Standard series, No. 1.)	do	do	4to	64	Paper, 15
English Men of Letters. Edited by John Morley:					
John Locke. By Thomas Fowler	Harper & Bros	do	12mo	8+200	75
Lord Byron. By John Nichol	do	do	12mo	9+212	75
Robert Southey. By Edward Dowden	do	do	12mo	4+197	75
John Bunyan. By James Anthony Froude	do	do	12mo	5+178	75
Geoffrey Chaucer. By Adolphus W. Ward	do	do	12mo	4+199	75
William Cowper. By Goldwin Smith	do	do	12mo	3+128	75
Alexander Pope. By Leslie Stephen	do	do	12mo		75
Hawthorne. By Henry James, jr	do	do	12mo		1 00

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
BIBLIOGRAPHY AND LITERATURE—Continued.					
Four Centuries of English Letters. By W. Baptiste Scoones. From period of Paston letters to present day.	Harper & Bros	New York, N. Y	8vo	16+573	$2 00
History of Classical Greek Literature. By Rev. J. P. Mahaffy, M. A. In 2 vols. Vol. 1: The Poets; Vol. 2: Prose Writers. With index to both volumes.	do	do	12mo	12+525 4+458	4 00
Masterpieces of English Literature. Edited by William Swinton. Selection of British and American authorship, from Shakespeare to the present time. With definitions, notes, analyses, and glossary.	do	do	8vo	33+638	1 75
The Miscellaneous Works of Lord Macaulay. In 5 volumes. From new electrotype plates.	do	do	8vo		10 00
Origin of the Homeric Poems. By Dr. Hermann Bonitz. Translated from the fourth German edition by Lewis R. Packard.	do	do	Sq. 16mo	119	75
A Primer of American Literature. By Eugene Lawrence	do	do	32mo	136	Paper, 25
A Primer of French Literature. By George Saintsbury	do	do	32mo	216	Paper, 25
Shakespeare's Works. Edited, with notes, by William J. Rolfe:					
History of Life and Death of King John. Illustrated	do	do	Sq. 16mo	190	70
History of King Henry the Fourth. Parts 1 and 2. In 2 vols. Illustrated.	do	do	16mo	208 210	Each, 60
Tragedy of King Richard the Third. Illustrated	do	do	Sq. 16mo	254	60
Tragedy of King Lear. Illustrated	do	do	Sq. 16mo	267	60
Sketches and Studies in Southern Europe. By John Addington Symonds. 2 vols. Illustrated.	do	do	Sq. 12mo	5+394 3—388	4 00
German Thought, from the Seven Years' War to Goethe's Death. By Karl Hillebrand.	Henry Holt & Co	do	12mo	6+298	1 75
English Poets. Edited by Thomas Humphry Ward. Selected, with critical introduction, by various writers, and general introduction by Matthew Arnold. 4 vols. Student's edition.	Macmillan & Co	do			Each, 1 25
English Literature. By Prof. J. H. Gilmore	Phillips & Hunt	do	16mo	110	20
The Library Key: An Index of General Reading. Arranged by F. A. Archibald, A. M. With introduction by Rev. W. W. Case.	do	do	8vo	58+202	1 00
Critical Essays and Literary Notes. By Bayard Taylor	G. P. Putnam's Sons	do	8vo		2 00
Handy-Book of Quotations; or, Who Wrote It?	do	do	Sq. 16mo	4+160	75
Hints for Home Reading. Edited by Lyman Abbott; [also] Suggestions for Libraries, by George Palmer Putnam. New and revised edition.	do	do	12mo	3+147	75
Bibliotheca Americana. By Joseph Sabin. Parts 69–72 (Minnesota to Nederland).	J. Sabin's Sons	do	8vo		Paper, 10 00
Bibliotheca Americana. By Joseph Sabin. Parts 73 and 74 (Nederland to New York State).	do	do	8vo	1–200	Paper, 5 00
Bibliotheca Americana. By Joseph Sabin. Parts 75 and 76 (New York State to North Carolina).	do	do	8vo	201–392	Paper, 5 00

New York State).							
Bibliotheca Americana. By Joseph Sabin. Parts 75 and 76 (New York State to North Carolina).	....do	....do	8vo	201–392	Paper,	5 00	
Bibliotheca Americana. By Joseph Sabin. Parts 77 and 78. (North Carolina to Omni).	....do	....do	8vo	393–582	Paper,	5 00	
Science of English Verse. By Sidney Lanier	Charles Scribner's Sons	....do	8vo	315		2 00	
An Index to Shakespearian Thought. By Cecil Arnold	Scribner & Welford	....do	8vo			3 00	
Shakespeare and Classical Antiquity. By Paul Stapfer	....do	....do	12mo			4 80	
Who Wrote It? Dictionary of Common Poetical Quotations in the English Language.	....do	....do	16mo			1 00	
Complete Works of William Shakespeare. Handy-Valpy edition. 15 vols. in 8 vols. Illustrated.	R. Worthington, importer.	....do	24mo			7 50	
Series of Questions in English and American Literature. By Mary F. Hendrick. Prepared for class drill and private study.	Davis, Bardeen & Co	Syracuse, N. Y	16mo	76		35	
Schiller and His Times. By Johannes Scherr. From the German, by Elisabeth McClellan. Illustrated.	Ig. Kohler	Philadelphia, Pa	12mo	18+454		2 00	
Greek Mythology Systematized. By S. A. Scull. Illustrated	Porter & Coates	....do	12mo			1 50	
Three Papers on English Literature in Schools. Read before the Rhode Island Institute of Instruction.	Rhode Island Institute of Instruction.	Providence, R. I	12mo	83		25	
DICTIONARIES AND ENCYCLOPÆDIAS.							
Dictionary of Christian Antiquities. Edited by William Smith and Samuel Cheetham. Continuation of The Dictionary of the Bible. In 2 volumes. Vol. 2. Illustrated.	J. B. Burr Publishing Co	Hartford, Conn	8vo	10+809; 2060		3 50	
A System of Dictionary Work for Common Schools. By Thomas Metcalf and Charles De Garmo.	Maxwell & Co	Bloomington, Ill	Sq. 16mo	44		35	
Dictionary of Music and Musicians. By W. S. B. Mathews	W. S. B. Mathews	Chicago, Ill	8vo	80		1 00	
Chambers's Encyclopædia. From the last (1879) Edinburgh and London edition. In 20 volumes. Vols. VI–VIII.	American Book Exchange	New York, N. Y	16mo	1+862 1+830 1+830		$10 for complete work.	
Appleton's Annual Cyclopædia. New series. Vol. IV. Whole series, Vol. XIX.	D. Appleton & Co	....do	Large 8vo			5 00	
Appleton's Cyclopædia of Applied Mechanics. Edited by Park Benjamin, PH. D. Illustrated by 5,000 engravings. 2 vols.	....do	....do	Large 8vo			15 00	
Cooley's Cyclopædia of Practical Receipts, and Collateral Information in the Arts, Manufactures, Professions, and Trades. Sixth edition. Revised and partly rewritten by Richard V. Tuson. In 2 volumes. Vol. II.	....do	....do	8vo	900		4 50	
The Orthöepist. By Alfred Ayres. A pronouncing manual	....do	....do	18mo	201		1 00	
Analytical Concordance to the Bible. By Robert Young	I. K. Funk & Co	....do	4to	1,090		3 65	
Encyclopædia Britannica. Ninth edition. Vol. XI (Gouda to Hippopotamus)	Samuel L. Hall	....do	8vo			5 00	
Young Folks' Cyclopædia of Persons and Places. By John D. Champlin, jr. Illustrated.	Henry Holt & Co	....do	8vo	5+936		3 50	
Etymological Dictionary of the English Language. By Rev. Walter W. Skeat. Parts 2 and 3. To be completed in 4 parts.	Macmillan & Co	....do	4to		Each.	2 50	
Concise Glossary of Terms used in Grecian, Roman, Italian, and Gothic Architecture. By John H. Parker. Illustrated.	Scribner & Welford	....do	16mo			3 00	
Bible Student's Cyclopædia, or Aids to Biblical Research. By A. C. Morrow. Illustrated.	N. Tibbals & Sons	....do	12mo	353		1 50	
Cruden's Concordance. Edited by Rev. Prof. Eadie	Thomas Whittaker	....do	8vo	576		1 00	
A Dictionary of the Bible. Edited by Rev. Prof. Eadie. Designed chiefly for teachers and scholars.	....do	....do	12mo	442		80	
A Homiletic Encyclopædia of Illustrations in Theology and Morals. Selected and arranged by Rev. R. A. Bertram. Fourth edition.	....do	....do	8vo	900		3 75	
Chambers's Encyclopædia. New and revised edition, 1880. 10 vols	R. Worthington	....do	Roy. 8vo			25 00	

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
DICTIONARIES AND ENCYCLOPÆDIAS—Continued.					
Dictionary of the Bible. Edited by Philip Schaff, D. D. With 400 illustrations.	American Sunday School Union	Philadelphia, Pa	12mo	958	$2 50
Lippincott's Pronouncing Gazetteer of the World. Edited by Joseph Thomas and T. Baldwin. Revised edition of 1880, rewritten and enlarged.	J. B. Lippincott & Co	do	Imp. 8vo	2,478	10 00
Westminster Bible Dictionary. By Rev. T. J. Shepherd. Illustrated	Presbyterian Board of Publication.	do	8vo	543	1 50
Encyclopædia Britannica. Ninth edition. Vol. XI (Gouda to Hippopotamus.) Illustrated.	J. M. Stoddart & Co	do	4to	765	5 00
EDUCATION.					
Papers on Tree Planting; School of Forestry; Industrial Schools; Education and Labor; What Boys are Reading; What Should Our Boys Read; Compulsory Education in England; Schools and Communism; Schools and Pauperism; National Schools; Decennary of Free Schools; Neglected Children; French Views of American Schools. By B. G. Northrop.	Tuttle, Morehouse & Taylor	New Haven, Conn	8vo	123	
Plea for the English Demotic Alphabet. By C. W. Kundsen. Printed in pronouncing orthography.	C. W. Kundsen	South Norwalk, Conn.	Sq. 24mo	8	
Use and Abuse of Abbreviations. By Henry R. Boss	Henry R. Boss & Co	Chicago, Ill	8vo	10	Paper, 25
Class-Book in Oratory. By Allen Ayrault Griffith. Illustrated	Central Book Concern	do	12mo	336	1 50
Compendium of Forms, Educational, Social, Legal, and Commercial; embracing a complete self-teaching course in penmanship and book-keeping, and aid to English composition. By G. A. Gaskell. Illustrated.	Fairbanks, Palmer & Co	do	4to	502	5 50
Choice Readings. By Prof. R. L. Cumnock. Seventh edition	Jansen, McClurg & Co	do			1 75
Primary Fridays: Original and selected recitations for the little ones. Edited by Helen Gilbert.	S. R. Winchell & Co	do	12mo	6+43	Paper, 25
Books and Reading for the Young. Compiled by James H. Smart. Reprint from a State report.	James H. Smart	Indianapolis, Ind	8vo	87	
Our Common School System. By Mary Abigail Dodge	Estes & Lauriat	Boston, Mass	16mo	358	1 50
Classical English Reader. By Rev. Henry N. Hudson	Ginn & Heath	do			1 12
Graded Supplementary Reading. Prepared for use in schools, by Prof. Tweed. Six parts ready.	Lee & Shepard	do			Each, 04
Poetry for Children. Edited by Samuel Eliot. Authorized for use in the Boston public schools. Illustrated.	do	do	16mo	12+327	1 00
Prize Speaker. By George M. Baker. Combining selections published in Reading Club, Nos. 5, 6, 7, 8.	do	do	16mo	402	1 00
"The Public School System a Failure:" reply to Richard Grant White. By B. F. Tweed.	do	do	12mo	15	Paper, 10
The Reading Club, No. 8. Edited by George M. Baker	do	do			50
Report of Examinations of Schools in Norfolk County, Massachusetts. By George A. Walton.	do	do	8vo	169	Paper, 50

B. F. Tweed.						
The Reading Club, No. 8. Edited by George M. Baker	do	do	8vo	160	Paper,	50
Report of Examinations of Schools in Norfolk County, Massachusetts. By George A. Walton.	do	do	8vo	169	Paper,	50

Young Folks' Book of Poetry. Compiled by Leonis J. Campbell. In 3 parts. For reading and recitation in schools and families. Illustrated.	do	do	16mo	16+88+106+106		1 00
Same. In separate parts, 1, 2, 3	do	do	Ea. 16mo		Paper, ea.,	25
Exhibition Days. By Mrs. Mary B. C. Slade. Containing dialogues, recitations, &c., for grammar and high schools, parish and parlor entertainments.	H. A. Young & Co	do	16mo	128		50
Words and Numbers. By Henry Sawyer. Lesson book for primary schools.	do	do	16mo	69		18
Faults of Speech: A Self-Corrector and Teachers' Manual. By Alex. Melville Bell.	J. P. Burbank	Salem, Mass	24mo	6+65		60
Michigan University Book. By T. R. Chase	Richmond, Backus & Co	Detroit, Mich	8vo	500		2 00
Phonetic Orthography. By Tobias Witmer	Ernst Besser & Bro	Buffalo, N. Y	Obl. 24mo	48	Paper,	25
Appleton's Fifth School Reader	D. Appleton & Co	New York, N. Y				1 15
Education: Intellectual, Moral, and Physical. By Herbert Spencer. New edition.	do	do	12mo	283	Paper,	50
Enchanted Readers, Nos. 1, 2, 3, and 4	Authors' Publishing Company	do				
The Spelling Reform Question Discussed. By E. H. Watson	do	do	12mo	338	Paper,	25
The Frontier Schoolmaster: [also] Essay upon Management of our Public Schools. By C. Thomas.	A. S. Barnes & Co	do	12mo	465		1 50
New Departure in Collegiate Control and Culture. By Rev. Caleb Mills	do	do	8vo	52		30
Catholic National Third Reader. By Right Rev. R. Gilmour	Benziger Bros	do	12mo	246		60
Manual of Instruction in the Use of Dumb-Bells, Indian Clubs, and other Exercises. By M. Bornstein. Illustrated.	M. Bornstein	do	16mo	128		25
Elocutionist: Practical Method of Teaching and Studying Elocution. By a member of a religious order. Illustrated.	Catholic Publishing Society Company.	do	12mo	484		1 50
Farrell's Grammar School Speller	do	do				75
Recitations and Readings. No. 11. Edited by William B. Dick	Dick & Fitzgerald	do	16mo	180		50
System of Short-Hand. By Odell. (Taylor improved)	do	do	4to		Paper,	25
On Self-Culture. By John Stuart Blackie	I. K. Funk & Co	do	4to	427–440	Paper,	10
Synopsis of Standard-Phonography. By Andrew J. Graham, M. D. Adapted to the use of classes and private students. New edition.	Andrew J. Graham	do	12mo	61		50
British and American Education. By Mayo W. Hazeltine	Harper & Bros	do	32mo	197	Paper,	25
A Graded Spelling Book. By Henry F. Harrington. 2 parts in 1 vol. For primary and grammar schools.	do	do	16mo	84; 96		20
Methods of Teaching. By John Swett	do	do	12mo	13+326		1 25
Institute Reader		Ivison, Blakeman, Taylor & Co	do			20
Swinton's Supplementary Readers:						
Easy Steps for Little Feet. Supplementary to First Reader	do	do				25
Golden Book of Choice Reading. Supplementary to Second Reader	do	do				30
Book of Tales. Supplementary to Third Reader	do	do				50
Readings in Nature's Book. Supplementary to Fourth Reader	do	do				65
Seven American Classics / Seven British Classics. } Supplementary to Fifth Reader	do	do				50 / 50
The New Education: School Management. Practical guide for the teacher in the school room. By Amos M. Kellogg.	E. L. Kellogg & Co	do	16mo	12+107		75
Some Thoughts Concerning Education. By John Locke. With introduction and notes by R. H. Quick.	Macmillan & Co	do	16mo	240		90
Alcohol and Hygiene. By Julia Colman. Elementary lesson book for schools.	National Temperance Society and Publishing House.	do	16mo	231		60
Juvenile Temperance Manual. By Julia Colman	do	do	12mo	157		60
Roger Ascham and John Sturm. Glimpses of Education in the Sixteenth Century. By Prof. William F. Phelps, A. M.	Phillips & Hunt	do				10
Self-Education: What to do, and How to do It. By Jos. Alden, D. D., LL. D	do	do		72		10

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
EDUCATION—Continued.					
National Composition Book	Potter, Ainsworth & Co	New York, N. Y			$1 01
The American Educational Catalogue for 1880. Compiled by F. Leypoldt	Publishers' Weekly Office	do			Per 100 copies. 5 00
Growth and Grades of Intelligence. By John Bascom	G. P. Putnam's Sons	do			1 50
Kindergarten Guide. An illustrated hand-book for the self-instruction of Kindergartners, mothers, and nurses. No. 5. The 11th, 12th, and 13th gifts. By Maria Kraus-Boelte and John Kraus.	E. Steiger	do	8vo	373–453	1 00
The Kindergarten: Its Aims, Methods and Results. By C. B. Morehouse	do	do	12mo	2+44	Paper, 25
The Art of Securing Attention. By Joshua G. Fitch	Davis, Bardeen & Co	Syracuse, N. Y	24mo	43	Paper, 15
Bulletin Blank Speller	do	do			15
The Elements of Education. By Charles J. Buell	do	do	24mo	25	Paper, 15
High Schools. By B. G. Northrop	do	do	8vo	26	Paper, 25
Kindergarten Forms for Public Schools	do	do			75
Graded Selections for Memorizing. Edited by John B. Peaslee	Van Antwerp, Bragg & Co	Cincinnati, Ohio	Sq. 16mo	192	
McGuffey's New Eclectic Revised Speller	do	do			21
McGuffey's Revised Sixth Eclectic Reader	do	do			1 00
Science of Education; or, Philosophy of Human Culture. By John Ogden	do	do	12mo	234	1 17
Manual of Elocution and Philosophy of Expression. By P. Robertson	United Brethren Pub. House	Dayton, Ohio	12mo	95	90
Butler's Literary Selections, No. 4. Edited by J. P. McCaskey	J. H. Butler & Co	Philadelphia, Pa	16mo	192	75
One Hundred Choice Selections in Poetry and Prose. Edited by P. Garrett. No. 18.	P. Garrett & Co	do	12mo	180	Paper, 30
Thoughts for the Fireside and School. By Rev. J. B. Gross. Second series	J. B. Lippincott & Co	do	12mo	287	1 25
Science and Art of Elocution. By Frank H. Fenno	John E. Potter & Co	do	12mo	344	1 25
Care and Culture of Children. By T. F. Sozinskey, M. D	H. C. Watts & Co	do	12mo	484	2 50
On Education. By Dr. E. Seguin	Doerflinger Book and Pub. Co	Milwaukee, Wis	8vo	215	1 00
Four Lectures on Early Child-Culture. By W. N. Hailmann	do	do	12mo	3+74	40
From Pestalozzi to Fröbel. By W. N. Hailmann	do	do	8vo	12	Paper, 05
ENCYCLOPÆDIAS. (See Dictionaries.)					
FINE ARTS. (See Archæology, Fine Arts, and Music.)					
GENERAL SCIENCE.					
Elementary Guide to Determinative Mineralogy. By C. Gilbert Wheeler. Based upon the method of Weisbach's Tabellen zur Bestimmung der Mineralien; applied chiefly to American species.	S. J. Wheeler	Chicago, Ill	12mo	75	1 00
Almanac of Planetary Meteorology. By Robert Mansill	R. Crampton	Rock Island, Ill	4to	52	Paper, 50

Easy Experiments in Chemistry and Natural Philosophy. By G. Dallas Lind.	"Normal Teacher" Publishing House.	Danville, Ind	12 mo	102	Paper,	40
The Perception of Space and Matter. By Rev. J. E. Walter	Estes & Lauriat	Boston, Mass	Cr. 8vo			2 00
Brief Lecture Notes on Sound and Light. By Charles K. Wead. Prepared for use of students in the University of Michigan.	John Moore	Ann Arbor, Mich	8vo	13 p. interleaved.	Paper,	25
Stars and the Earth; or, Thoughts upon Space, Time, and Eternity. [anon.] Revised and enlarged, with notes, by Richard A. Proctor.	G. I Jones & Co	St. Louis, Mo	Sq. 16 mo.	2+52		50
Chemical Exercises in Qualitative Analysis. By George W. Rains, M. D.	D. Appleton & Co	New York, N. Y	16mo			50
Chemistry of Common Life. By Prof. James F. W. Johnston. New edition, revised, enlarged, and brought down to the present time, by Arthur Herbert Church, M. A. Illustrated.	do	do	12mo	26+592		2 00
Elementary Principles of Scientific Agriculture. By N. T. Lupton, LL. D	do	do	12mo	107		45
Elements of Astronomy. By Robert Stowell Ball, LL. D., F. R. S. Illustrated	do	do	16mo			2 25
Popular Science Monthly. Bound volumes, XVI and XVII	do	do			Each,	3 50
Science Primers: Introductory. By Prof. T. H. Huxley, F. R. S.	do	do	18mo			45
Treatise on Chemistry. By H. E. Roscoe, F. R. S., and C. Schorlemmer, F. R. S. Illustrated. Vol. II, part II. Metals.	do	do	8vo			3 00
Sun, Moon, and Stars. By Agnes Giberne. With preface by Rev. C. Pritchard. Illustrated.	Robert Carter & Bros	do	12mo	12+299		1 50
The Forms of Water in Clouds and Rivers, Ice and Glaciers. By John Tyndall. Illustrated.	J. Fitzgerald & Co	do	4to	28	Paper,	15
Theory of Sound in its Relation to Music. By Pietro Blaserna	do	do	4to	28	Paper,	15
Town Geology. By Rev. Charles Kingsley. With appendix by Prof. T. H. Huxley, F. R. S., on Coral and Coral Reefs.	do	do	4to	29	Paper,	15
The Wonders of the Heavens. By C. Flammarion	do	do	4to		Paper,	15
The Problem of Human Life. By A. Wilford Hall. Embracing the "Evolution of Sound" and "Evolution Evolved." Revised edition.	Hall & Co	do	8vo	524		2 00
Geological History: Chapters from the Physical History of the Earth. By Arthur Nicols. Illustrated.	Harper & Bros	do	12mo	10+281		1 25
Popular Astronomy. By Simon Newcomb, LL. D. School edition	do	do	12mo			1 30
Manual of Geology. By James D. Dana. Treating of the principles of the science with special reference to American geological history. Third edition. Illustrated.	Ivison, Blakeman, Taylor & Co.	do	8vo			4 50
Blowpipe Analysis. By J. Landauer. Translated by James Taylor and William E. Nay.	Macmillan & Co	do	16mo	9+161		1 50
Easy Lessons in Heat. By C. A. Martineau. Illustrated	do	do	16mo	13+136		70
Easy Lessons in Light. By W. Awdry. Illustrated	do	do	16mo	10+114		70
Hand-Book of Double Stars. By E. D. Crossley, Joseph Gledhill, and James M. Wilson. With catalogue of 1,200 double stars and lists of measures, with notes.	do	do	8vo	13+464		6 00
Aids to Chemistry. By C. E. A. Semple. In 3 parts:						
Part 1: Inorganic. Non-Metallic Element	G. P. Putnam's Sons	do	16mo	65		50
Part 2: Inorganic. The Metal	do	do	16mo	2+60		50
Part 3: Organic	do	do	16mo	8+114		50
A Popular History of Science. By Rob. Routledge. Illustrated	George Routledge & Sons	do	12mo	20+673		3 50
Alphabetical Manual of Blowpipe Analysis. By W. A. Ross.	Scribner & Welford	do	12mo			2 00
Catalogue of Books and Papers relating to Electricity, Magnetism, Electric Telegraph, &c., including the Ronalds Library. Edited by Alfred J. Frost.	E. & F. N. Spon	do	8vo	27+564	Paper,	6 50
Qualitative Chemical Analysis. By Silas H. Douglas and Albert H. Prescott, M. D. Guide in the practical study of chemistry and in the work of analysis. Third edition, revised. [Also] Study of Oxidation and Reduction. By Otis Coe Johnson.	D. Van Nostrand	do	8vo	306		3 50

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
GENERAL SCIENCE—Continued.					
Introduction to Study of Chemical Reactions. By Dr. Philip Edmund Drechsel. Translated and adapted to use of American students, by notes, &c., by N. F. Merrill.	John Wiley & Sons	New York, N. Y	12mo	19+138	$1 00
American Farmer's Hand-Book. With tables of weights and measures, by an association of practical agriculturiste. Edited by F. W. O'Neill and H. L. Williams. New edition. Illustrated.	R. Worthington	do	8vo	724	3 50
Myths and Marvels of Astronomy. By R. A. Proctor. Illustrated.	R. Worthington	do	8vo	4+363	3 00
Chemistry, Organic and Inorganic. By C. L. Bloxam. Fourth London edition.	Presley Blakiston	Philadelphia, Pa			4 00
How to work with a Microscope. By Lionel S. Beale. Fourth edition. 400 illustrations.	do	do	8vo		7 50
Classen's Quantitative Analysis. Translated by Edgar F. Smith, PH. D	Henry C. Lea's Son & Co	do	12mo		2 00
GEOGRAPHY.					
Geographical Plays By Jane Andrews. For school and home	Lee & Shepard	Boston, Mass			
Appleton's American Standard Geographies: Elementary Geography. With maps and illustrations	D. Appleton & Co.	New York, N. Y	Sq. 8vo	108	65
The Children's Fairy Geography of a Merry Trip round Europe. By Forbes E. Winslow. Third edition. Illustrated.	Pott, Young, & Co	do	Sq. 8vo	12+316	2 50
The Comprehensive Atlas of Modern, Historical, Classical, and Physical Geography. Consisting of 130 maps. With descriptive letter-press of physical geography, by James Bryce, M. A., LL.D.	G. P. Putnam's Sons	do	Folio		25 00
A Descriptive Hand-Atlas of the World. By John Bartholomew. With 27 colored maps.	Scribner & Welford	do	Folio		9 00
A Physical, Historical, Political, and Descriptive Geography. By Keith Johnston. 21 maps and illustrations.	do	do	Cr. 8vo		4 80
Relief Atlas of all Parts of the Earth. 31 maps in relief, with text facing each map. By G. P. Bevan.	do	do	4to		9 00
HISTORY.					
Short History of France, for Young People. By Miss E. S. Kirkland. Second edition.	Jansen, McClurg & Co	Chicago, Ill	12mo		1 50
Tales of Ancient Greece. By Rev. Sir G. W. Cox. New edition	do	do			1 50
Outlines of United States History: Hand-book of ready reference for students, general readers, and teachers. By R. Heber Holbrook.	"Normal Teacher" Publishing House	Danville, Ind	12mo	107	75
History of Abbott Academy, Andover, Mass., 1829-1879. By Philena and Phebe F. McKeen. With introduction by Edwards A. Park, D. D. Illustrated.	W. F. Draper	Andover, Mass	8vo	20+259	3 00

Child's History of England. By Charles Dickens. New edition. 24 illustrations.	Estes & Lauriat	Boston, Mass	12mo		1 00
Episodes of French History. Edited, with notes, by Gustave Masson, B. A. Based upon M. Guizot's History of France:					
1.—Charlemagne and the Carlovingians. Illustrated	do	do			1 00
2.—Louis IX and the Crusades. Illustrated	do	do			1 00
Fate of Republics. An epitome of the history of ancient and modern republics.	do	do	12mo	4+297	1 50
Outlines of the History of France, from the Earliest Times to the Outbreak of the Revolution. Abridgment of M. Guizot's Popular History of France from the Earliest Times. With maps, index, tables, &c. By Gustave Masson, B. A. 1 vol. For schools, colleges, and families.	do	do	8vo		3 00
Macaulay's Complete Works. Riverside edition. 8 vols. (Including Essays, Speeches, and Poems, 4 vols.)	Houghton, Mifflin & Co / A. C. Armstrong & Son	do / New York, N. Y			10 00
Egypt. By Clara Erskine Clement. Illustrated	D. Lothrop & Co	do	12mo	2+476	1 50
History of England in Rhyme. By Robert C. Adams	do	do	Sq. 16mo	30	40
History of India. By Fannie Roper Feudge. Illustrated	do	do	12mo	630	1 50
Young Folks' Bible History. By Charlotte M. Yonge. Illustrated	do	do	12mo		1 50
Young Folks' History of France. By Charlotte M. Yonge. Illustrated	do	do	12mo		1 50
Fragments of Christian History to the Foundation of the Holy Roman Empire. By Jos. H. Allen.	Roberts Brothers	do	16mo	20+284	1 50
Outlines of English History. By Annie Wall	G. I. Jones & Co	St. Louis, Mo	12mo	4+180	1 50
Decline and Fall of the Roman Empire. By Edward Gibbon. With notes by Rev. H. H. Milman. New edition. In 6 vols.	American Book Exchange	New York, N. Y	16mo	626 631 622 589 972	Complete work, $5.
History of England from the Accession of James II. By Thomas Babington (Lord) Macaulay. In 3 vols. Acme edition.	do	do	16mo		Each, 50
Africa Past and Present. By W. Moister. Account of the country, its history, geography, &c. With map and illustrations.	American Tract Society	do	12mo	6+387	1 50
History of Herodotus. An English version, edited, with notes and appendices, by George Rawlinson, M. A. With maps and illustrations. 4 vols.	D. Appleton & Co	do	8vo		8 00
Young Ireland: A Fragment of Irish History, 1840–1850. By Hon. Sir Charles Gavan Duffy, K. C. M. G.	do	do	8vo		3 00
Henry Hallam's Complete Works. New unabridged edition from the last London edition:					
Constitutional History of England. 2 vols	A. C. Armstrong & Son	do	12mo	14+625; 9+648	
Europe during the Middle Ages. 2 vols	do	do	12mo	21+670; 7+696	7 50
Literature of Europe. 2 vols	do	do	12mo		
Seven Historic Ages. By Arthur Gilman	A. S. Barnes & Co	do			1 00
Morocco: Its People and Places. By Edmondo de Amicis. Translated by C. Rollo Tilton. 1 vol. Illustrated.	Cassell, Petter, & Galpin	do	Ex. cr. 4to	408	6 00
Our Own Country (England). Illustrated. Vols. I and II	do	do	4to		Each, 3 00
Through the Light Continent; or, the United States in 1877–8. By William Saunders. New edition.	do	do	8vo	420	2 50
Alaska, and Missions on the North Pacific Coast. By Sheldon Jackson, D. D. With maps and illustrations.	Dodd, Mead & Co	do	12mo	327	1 50

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
HISTORY—Continued.					
The Hundred Greatest Men of History. Lives and Portraits. Introductions by Emerson, Matthew Arnold, Dean Stanley, President Porter, Taine, Renan, Mueller, Helmholtz, and John Fiske. 8 vols.	Fords, Howard, and Hulbert	New York, N. Y	Folio		Each, $8 00
Popular History of England. By Charles Knight. 8 vols	I. K. Funk & Co	do	4to		Paper, ea., 30
History of the English Language, from the Teutonic Invasion of Britain to the Close of the Georgian Era. By H. E. Shepherd. New edition, revised and corrected.	E. J. Hale & Son	do	12mo	227	1 50
A History of England, from the Earliest Times to the Revolution of 1688. Based on the History of David Hume. Continued to the Treaty of Berlin in 1878. New edition, revised and corrected by J. S. Brewer, M. A. Illustrated.	Harper & Bros	do	Large 12mo	844	1 50
A History of Our Own Times from the Accession of Queen Victoria to the General Election of 1880. By Justin McCarthy. In 2 vols.	do	do	12mo	{ 559 { 682	{Each, 1 25
Same. 2 parts	do	do	4to		Paper, ea., 20
The History of the Decline and Fall of the Roman Empire. By Edward Gibbon. With notes, by Dean Milman, M. Guizot, and Dr. William Smith. 6 vols.	do	do	8vo		12 00
History of the English People. By John Richard Green. 4 vols	do	do	8vo		Each, 2 50
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Russia Before and After the War. From the German, by Edward Fairfax Taylor.	do	do	4to	62	Paper, 15
Guide to Modern English History. Part I, 1815–1830. By William Cory	Henry Holt & Co	do	4to	3+276	2 00
Popular History of England. By Charles Knight.	John W. Lovell	do	12mo		6 00
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Short History of the Norman Conquest of England. By Edward A. Freeman	do	do	16mo	156	60
The Nineteenth Century. By Robert Mackenzie	Thomas Nelson & Sons	do	8vo	163	2 50
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Troy: Its Legend, History, and Literature. By S. G. W. Benjamin. With a map. 1 vol.	Charles Scribner's Sons	do	16mo		1 00
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Popular History of the United States. By William Cullen Bryant and S. H. Gay. Vol. IV. Illustrated.	do	do	Roy. 8vo		6 00
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2.—The West Indies. By Charles H. Eden. With map and illustrations	do	do	16mo		1 40
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History of the Decline and Fall of the Roman Empire. By Edward Gibbon. New edition, complete in 5 volumes.	do	do	12mo		5 00
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First Three Books of Homer's Iliad. With explanatory notes and references to the grammars of Goodwin and Hadley. By James R. Boise, PH. D., LL. D.	S. C. Griggs & Co	Chicago, Ill	12mo		1 00
Hebrew Grammar. By F. H. W. Gesenius. Translated by Benjamin Davis, D. D., from Rödiger's edition; revised and enlarged on basis of latest edition of E. Kautsch and from other recent authorities, by E. C. Mitchell.	W. F. Draper	Andover, Mass	8vo		3 00

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
LANGUAGE—Continued.					
Handbook of Grammar and Analysis. By James E. Vose	James E. Vose	Ashburnham, Mass	16mo	183	$0 60
First Latin Exercises. By G. L. Bennett	John Allyn	Boston, Mass			1 00
Kampen's Cæsar's Gallic War. Maps	do	do			2 00
The Mostellaria of Plautus. With explanatory notes. Edited by E. P. Morris	do	do	16mo	181	1 25
Second Latin Writer. By G. L. Bennett	do	do			1 25
Xenophon's Memorabilia of Socrates. Edited by S. R. Winans	do	do	16mo	2 90	1 50
Elementary Lessons in English for Home and School Use. Part I: How to Speak and Write Correctly. By Mrs. N. L. Knox and W. D. Whitney.	Ginn & Heath	do	12mo	7+192	50
Same. Teachers' edition	do	do	12mo	54+278	80
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Graduated Russian Readers. By Henry Riola. With vocabulary of all the Russian words contained in it.	do	do	12mo		4 00
Words and Their Uses. By Richard Grant White. New edition	do	do	12mo		2 00
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Three Pronunciations of Latin. By M. M. Fisher. Second edition	New England Publishing Co	do	12mo	5+152	1 00
Circles in English Grammar. By T. R. Vickroy	G. I. Jones & Co	St. Louis, Mo			75
An Elementary Grammar of the English Language. By T. R. Vickroy	do	do	16mo	96	35
A German Reader. By W. H. Rosenstengel	do	do			1 00
Works of Virgil. Translated by John Dryden. Acme edition	American Book Exchange	New York, N. Y	16mo	425	40
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Greek for Beginners. By Rev. Joseph B. Mayor, M. A. Edited by Prof. E. G. Coy	do	do			1 25
Letters and Lessons in Language. By J. H. Stickney. Part I: Invention. Part II: Conversation. Part III: Literature.	do	do			Each, 20
Practical Lessons in English. By J. M. B. Sill. Illustrated	A. S. Barnes & Co	do	16mo	5+202	1 00
Lecturas de Clase: Escojidas de Auctores Españoles que hoy viven. Compiled by Guillermo D. Knapp.	F. W. Christern H. W. Peck	do New Haven, Conn	16mo	120	Paper, 50

Study of Languages Brought Back to its True Principles. By C. Marcel	J. Fitzgerald & Co	New York, N. Y	4to	37	Paper,	15
The Orations of Demosthenes. Translated by Thomas Leland. In 2 vols	I. K. Funk & Co	do	4to	58, 59–115	Pap., cs.,	20
Italian Principia. Part I: A first Italian course, containing a grammar delectus, and exercise book with vocabularies. Drawn up by Professor Ricci on the plan of Dr. William Smith's "Principia Latina."	Harper & Bros	do	12mo	6+221		75
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First Lessons in French. By C. H. Bowen	do	do	16mo	8+62		30
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Ahn's Second Latin Book. By Dr. P. Henn	E. Steiger	do				80
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Inductive Grammar. By J. C. Ridpath	Jones Brothers & Co	do	12mo			65
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Elementary Grammar and Composition. By T. W. Harvey. Revised edition. Illustrated.	Van Antwerp, Bragg & Co	do	12mo	160		42
Hachette's Illustrated French Primer; or, The Child's First French Lessons. Edited by Henri Bue.	J. B. Lippincott & Co	Philadelphia, Pa	12mo			80
Homer's Iliad. Translated by Earl of Derby. New edition	Porter & Coates	do	12mo			1 50
Lessons in English. By Albert N. Raub	do	do	16mo			45
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Introduction to Study of Sign Language among North American Indians, as Illustrating Gesture Speech of Mankind. By Garrick Mallery.	Government Printing Office	Washington, D. C	Sq. 4to	3+72		

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
LAW.					
Struggle for Law. By Rudolph v. Jhering. Translated from the fifth German edition by John J. Lalor.	Callaghan & Co	Chicago, Ill	12mo	100	$1 50
Treatise on the Law of Injunctions. By James L. High. Second edition. 2 vols.	do	do	8vo	1,307	11 00
Treatise on American Law of Elections. By George W. McCrary. Second edition, revised and enlarged.	E. B. Myers	do	8vo	545	6 00
Law of Damages. By William Eggleston	William Eggleston	Terre Haute, Ind	8vo	640	5 00
Abbott's Year-Book of Jurisprudence for 1880. By Benjamin Vaughan Abbott.	Little, Brown & Co	Boston, Mass	8vo		5 00
Bigelow's History of Procedure in England during the Norman Period	do	do	8vo		5 00
Commentaries on Equity Pleading. By Joseph Story. Ninth edition. Edited, with notes, by John M. Gould.	do	do	8vo	39+762	6 00
Criminal Procedure. By Joel Prentiss Bishop. Third edition. 2 vols	do	do	8vo		12 00
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Herrick's Town Officer. Second edition	do	do	12mo		2 50
Kerr on the Law and Practice of Injunctions in Equity. Second edition. Edited by W. A. Herrick.	do	do	8vo		6 00
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The Trial by Jury. By Thomas Starkie. With an introductory note by Prof. J. B. Thayer.	do	do	12mo		50
Liberty and Law. By Britton A. Hill. Second edition, revised and enlarged	G. I. Jones	St. Louis, Mo	8vo	432	1 00
Contracts of Common Carriers. By J. D. Lawson	W. H. Stevenson	do	8vo	552	5 50
Hints on Advocacy. By an American lawyer	do	do	8vo	176	1 50
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Law of Public Schools. By Finley Burke	A. S. Barnes & Co	do	12mo	154	1 00
Collections of Legal Maxims in Law and Equity. Compiled by S. S. Peloubet	G. S. Diossy	do			2 00
American Manual of Parliamentary Law. By George T. Fish	Harper & Bros	do	16mo	140	50
Judge and Jury. By Benjamin Vaughan Abbott	do	do	12mo	6+432	2 00
Extracts from the Anglo-Saxon Laws. Edited by Albert S. Cook	Henry Holt & Co	do	8vo	19	50
International Law. By W. E. Hall	Macmillan & Co	do	8vo	20+743	5 25
Liberty of the Press, Speech, and Public Worship: Commentaries on Liberty of the Subject and the Laws of England. By James Paterson.	do	do	8vo	41+568	4 00
The Election and Naturalization Laws of the United States. Compiled by Florien Giauque.	Robert Clarke & Co	Cincinnati, Ohio	8vo		1 00
Principles of Law of Real Property. By Joshua Williams. Fifth American edition. With notes by William H. Rawle and J. T. Mitchell, and additional notes by E. C. Mitchell, LL. D.	T. & J. W. Johnson & Co	Philadelphia, Pa	8vo	570	5 00
History of the English Law from the Time of the Romans to the End of the Reign of Elizabeth. By John Reeves. With notes and introductory dissertation by W. F. Finlason. New American edition in 5 vols.	M. Murphy	do	8vo		18 00
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(See Bibliography and Literature.)					
LOGIC.					
(See Philosophy and Logic.)					
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Elements of the Differential and Integral Calculus. By C. P. Buckingham. Revised edition, with 50 additional pages.	S. C. Griggs & Co	Chicago, Ill			2 00
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Key of Solutions to Problems in Eaton's Practical Arithmetic. By William F. Bradbury.	do	do			75
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Primary	W. Ware & Co	Philadelphia, Pa			20
Elementary	do	do			35
Metric System	do	do			15
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Practical Book-Keeping. By Thomas A. Rice. Second edition, revised and enlarged.	Thomas A. Rice	do	8vo	120	1 50
Powers' Manual of Book-Keeping	A. S. Barnes & Co	New York, N. Y			1 00
Practical Book-Keeping. By Ira Mayhew	Hall & Whiting	Boston, Mass			60
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The Metric System and Interchange of Weights and Measures. By E. A. Gibbens and D. Beach, jr.	G. P. Putnam's Sons	do	Sq. 16mo		75

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
MATHEMATICS—Continued.					
Felter's New Primary Arithmetic. Complete Course	Charles Scribner's Sons	New York, N. Y			$0 35
Key to Olney's Elements of Geometry and Plane and Spherical Trigonometry. With an introduction on method of teaching. By W. W. Beman.	Sheldon & Co	do	12mo	109	1 25
Olney's Complete Algebra	do	do			1 32
Key to same	do	do			1 32
Olney's Science of Arithmetic	do	do			1 06
Key to same	do	do			1 06
Metrical Tables. By Guilford L. Molesworth	E. & F. N. Spon	do	32mo	57	60
Elementary Treatise on Analytic Geometry. By Edward A. Bowser	D. Van Nostrand	do	12mo	11+287	1 75
Elementary Treatise on the Differential and Integral Calculus. By Edward A. Bowser.	do	do	12mo	14+395	2 25
Elementary Treatise on the Differential Calculus. Founded on the Method of Rates or Fluxions. By J. M. Rice and W. W. Johnson. Abridged edition.	John Wiley & Sons	do	12mo		1 50
Multiplication and Division Table. By Leonard Waldo	do	do		6	75
Manual of Suggestions for Teaching Fractions. By Woodhull W. Davis	C. W. Bardeen	Syracuse, N. Y	16mo	43	Paper, 25
Regents' Questions. Part 1: Arithmetic, with box of 1,000 problems. Compiled by D. J. Pratt.	do	do	24mo	89	Paper, 1 00
Elementary Algebra. By Thomas K. Brown	Porter & Coates	Philadelphia, Pa	12mo		1 25
A Treatise on Surveying. By John Gummere, A. M. New edition, revised by Isaac Sharpless, A. M.	do	do	8vo		2 00
Brooks's Normal Methods of Teaching	Sower, Potts & Co	do			1 75
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Practical Treatise on High Pressure Steam Boilers. By William M. Barr. Illustrated.	John Bros	Indianapolis, Ind	8vo	6+456	4 00
Transcendental Physics. By J. K. F. Zöllner. From the German, with prefaces and appendices by C. Carleton Massey.	Colby & Rich	Boston, Mass	12mo	218	1 50
First Lessons in Physics. By C. L. Hotze	G. I. Jones & Co	St. Louis, Mo			90
Questions and Problems in Physics. By C. L. Hotze	do	do			75
Physical Treatise on Electricity and Magnetism. By J. E. H. Gordon. Illustrated. 2 volumes.	D. Appleton & Co	New York, N. Y	8vo		7 00
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Draughtsman's Hand Book of Plan and Map Drawing. By G. G. André. Contains instructions for preparation of engineering, architectural and mechanical drawings. 33 plates.	E. & F. N. Spon	do	4to	150	3 75

The Mechanician: Treatise on Construction and Manipulation of Tools. By Cameron Knight. Second edition. 97 plates.	....do	....do	4to	397		7 25
New Method of Graphic Statics. By Edmund Olander. Vol. 1. Educational and Professional Sheets. Illustrated.	....do	....do	Folio			10 00
Principles of Graphic Statics. By G. S. Clarke. Illustrated	....do	....do	4to	138		5 50
The Education of Civil and Mechanical Engineers. By Henry Dyer, C. E	....do	....do	8vo		Paper,	40
The Student's Text-Book of Electricity. By Henry M. Noad. New edition, revised by W. H. Preece. 471 illustrations.	D. Van Nostrand	....do	Cr. 8vo			4 00
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Slide Valve Practically Explained. By Joshua Rose	Henry Carey Baird & Co	Philadelphia, Pa	18mo	100		1 00
Civil Engineers' Pocket Book of Mensuration, Trigonometry, Surveying, Hydraulics, Hydrostatics, &c. By John C. Trautwine, C. E. Fourteenth thousand, revised and corrected. 670 engravings.	E. Claxton & Co	....do	12mo	678		5 00
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Medical Chemistry. By C. Gilbert Wheeler. Second revised edition	S. J. Wheeler	Chicago, Ill	8vo	400		3 00
Prescription Writing. By F. H. Gerrish. Third edition. For medical students.	Loring, Short & Harmon	Portland, Me	16mo	55		50
Chemical Physiology and Pathology. By Victor C. Vaughan, M. D. With lectures upon normal and abnormal urine. Third edition, revised and enlarged. Illustrated.	Ann Arbor Publishing Company.	Ann Arbor, Mich	8vo	383		3 00
Homeopathy. What is it? Statement and review of its doctrines and practice. By A. B. Palmer, M. D.	G. S. Davis	Detroit, Mich	8vo	104		1 25
Health Notes for Students. Compiled by Burt G. Wilder, M. D. Revised edition.	Andrus & Church	Ithaca, N. Y	24mo	22		15
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Treatise on the Practice of Medicine. By Roberts Bartholow, M. A., M. D., LL. D. For use of students and practitioners.	....do	....do	8vo	853		5 00
Prevention and Cure of Chronic Consumption. By David Wark, M. D	Authors' Publishing Company	....do	8vo	103		80
A General Symptom Register of the Homœopathic Materia Medica. By Timothy F. Allen, M. D.	Boericke & Tafel	New York and Phil'a.	Large 8vo	1331		12 00
A Homœopathic Treatise on the Diseases of Children. By Alph. Teste, M. D. Translated from the French by Emma H. Côté. Fourth edition.	....do	....do	12mo	345		1 50
Pathogenetic Outlines of Homœopathic Drugs. By Dr. Carl Heinigke. Translated from the German by Emil Tietze, M. D.	....do	....do	8vo	576		3 50
Therapeutic Key; or, Practical Guide for the Homeopathic Treatment of Diseases in General. By J. D. Johnson, M. D. Tenth edition, revised, improved, and enlarged.	....do	....do	18mo	347		1 75
A Treatise on the Medical and Surgical Diseases of Women, with their Homœopathic Treatment. By Morton M. Eaton, M. D. Illustrated.	....do	....do	8vo	782		6 50
Uses of Electrology in Gynæcology. By John Butler, M. D	....do	....do	8vo	24	Paper,	20

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
MEDICINE AND SURGERY—Continued.					
Veterinary Medicines. Their Actions and Uses. By Finlay Dunn. First American edition.	A. Cogswell	New York, N. Y	8vo	598	$3 50
Human Anatomy and Physiology. By G. J. Witkowski, M. D. In 7 parts.	Jos. Cristadoro	do	16mo		Paper, ea., 5 00
Medical Hints on the Production and Management of the Singing Voice. By Lennox Browne. Eighth edition, revised and enlarged. Illustrated.	M. L. Holbrook & Co	do	12mo	77	Paper, 25
Pharmacology and Therapeutics, or Medicine Past and Present. By T. Lander Brunton. Illustrated.	Macmillan & Co	do	12mo	16+212	1 50
Text Book of Physiological Chemistry of the Animal Body, including account of chemical changes occurring in disease. By Arthur Gamgee. Vol. I. Illustrated.	do	do	8vo	19+487	4 50
Text Book of Physiology. By M. Foster. Third edition, revised. Illustrated	do	do	12mo	12+804	75
Aids to Materia Medica and Therapeutics. By C. E. A. Semple. Part 2	G. P. Putnam's Sons	do	16mo	27+122	50
Aids to Physiology. By B. Thompson Lowne	do	do	16mo	104	50
Contributions to Orthopœdic Surgery. By Jos. C. Hutchison, M. D. Illustrated	do	do	8vo		1 25
Essentials of Anatomy. By W. Darling and A. L. Ranney. Text book for students.	do	do	8vo	16+629	4 00
Lectures on the Human Eye in its Normal and Pathological Conditions. By Adolph Alt, M. D. Illustrated.	do	do	8vo	16+205	3 00
Manual of the Practice of Surgery. By Fairlie Clarke, M. D. Third edition. Illustrated.	do	do			2 50
Minor Gynecological Operations and Appliances. By J. H. Croom, M. D. Colored plates.	do	do	12mo		1 75
The Throat and its Functions. By Louis Elsberg, M. D. Illustrated	do	do	8vo		1 00
How to Use the Forceps. By H. G. Landis, M. D	E. B. Treat	do	12mo	168	1 50
The Microscope and Microscopical Technology. By Prof. Heinrich Frey. Translated and edited by G. R. Cutter, M. D. Second edition. Illustrated. Text book for physicians and students.	Wm. Wood & Co	do	8vo		6 00
Ophthalmic and Otic Memoranda. By D. B. St. John Roosa, M. D., and E. T. Ely. Revised edition.	do	do			1 00
A Practical Treatise on Surgical Diagnosis. By Ambrose L. Ranney, A. M., M. D. Second edition, revised and enlarged. For practitioners and students.	do	do	8vo		3 00
Atlas of Human Anatomy. By Drs. Oesterreicher and Erdl. Containing 180 plates, with text by J. A. Jeançon, M. D. To be completed in 45 parts.	A. E. Wilde & Co	Cincinnati, Ohio			Paper, ea., 75
American Health Primers. Edited by W. W. Keen. Nos. 8–12, inclusive	Presley Blakiston	Philadelphia, Pa			Each, 50
Atlas of Obstetrics and Gynecology. By A. Martin. Second edition, translated and edited by F. Barnes, M. D. 98 plates.	do	do	4to		12 00
Dental Students' Note-Book. By Oakley Coles. Second edition	do	do	18mo		1 00
Eyesight, Good and Bad. By Rob. Brudenell Carter. Illustrated	do	do	12mo	5+207	1 50

Guide to the Examination of Urine. By J. Wickham Legg. For use of practitioners and students. Fifth edition.	do	do	16mo	110	75
Hand-Book of Hygiene and Sanitary Science. By George Wilson, M. D. Third edition, revised. Illustrated.	do	do	12mo		2 75
Introduction to Pharmaceutical and Medical Chemistry. By John Muter, M. D. New edition.	do	do	8vo		6 00
A Manual of Ophthalmoscopy for Use of Students. By Daguenet. Translated by C. S. Jeaffreson.	do	do	16mo	16+240	1 50
Manual of the Physical Diagnosis of the Diseases of the Heart, including use of sphygmograph and cardiograph. By Arthur E. Sansom, M. D. Third edition. Illustrated.	do	do	12mo	312	2 50
Medical Education and Practice in all Parts of the World. By Herbert Junius Hardwicke.	do	do	8vo	210	3 00
Notes on Fever Nursing. By James W. Allan. Illustrated	do	do	12mo		75
Pharmacopœia, including Outlines of Materia Medica and Therapeutics. By R. V. Tuson. Third edition. For use of practitioners and students of veterinary medicine.	do	do	12mo	358	2 50
The Spectroscope in Medicine. By C. A. McMunn. Illustrated	do	do	8vo		3 00
Syllabus of a Course of Lectures on Physiology. By J. B. Sanderson. For use of students.	do	do	8vo		1 50
Vocal Physiology and Hygiene. By Gordon Holmes. Illustrated	do	do	8vo		2 00
Compendium of Microscopical Technology. By Charles Sieler, M. D. Guide to physicians and students. Illustrated.	D. G. Brinton	do	16mo	126	1 00
Therapeutics of Gynecology and Obstetrics. Edited by William B. Atkinson, M. D.	do	do	8vo	365	3 50
Manual of Medical Jurisprudence. By Alfred Swaine Taylor, M. D. Eighth American edition, edited by John I. Reese, M. D. Illustrated.	Henry C. Lea's Son & Co	do	8vo	933	5 00
Manual of Pathological Histology. By V. Carnil and L. Ranvier. Translated with notes and additions by E. O. Shakespeare, M. D., and J. H. Simes, M. D. Illustrated.	do	do	8vo	784	5 50
Practical Treatise on the Diseases of Women. By T. Gaillard Thomas, M. D. Fifth edition, enlarged and revised.	do	do	8vo	806	5 00
Practical Treatise on Fractures and Dislocations. By Frank Hastings Hamilton, M. D. Sixth American edition, revised and improved. Illustrated.	do	do	8vo	900	7 00
Skin Diseases, Including their Definition, Symptoms, Diagnosis, Morbid Anatomy, and Treatment. By Malcomb Morris. Illustrated. For students and practitioners.	do	do	12mo	320	1 75
Student's Guide to Diseases of the Eye. By E. Nettleship	do	do	12mo	369	2 00
Text Book of Physiology. By M. Foster, M. D. New American from third English edition, with notes and additions by E. T. Reichert. Illustrated.	do	do	12mo	1030	3 75
Treatise on the Diseases of the Eye. By J. Soelberg Wells, M. D. Third American from third English edition, with additions by C. S. Bull, M. D. With plates and engravings.	do	do	8vo	895	5 00
Treatise on the Principles and Practice of Medicine. By Austin Flint, M. D. Fifth edition, revised and rewritten. For use of students and practitioners.	do	do	8vo	1,153	5 50
Guide to the Practical Examination of Urine. By James Tyson, M. D. For use of physicians and students. Third edition, revised and corrected. Illustrated.	Lindsay & Blakiston	do	12mo	8+183	1 50
Manual of Minor Surgery and Bandaging. By Christopher Heath. Sixth edition, revised and enlarged. Illustrated.	do	do			2 00
On the Internal Use of Water for the Sick and on Thirst. Chemical lecture at Pennsylvania Hospital by J. Forsyth Meigs.	do	do	12mo	54	25

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
MEDICINE AND SURGERY—Continued.					
Practical Treatise on Mechanical Dentistry. By Jos. Richardson, M. D. Third edition, revised and enlarged. Illustrated.	Lindsay & Blakiston	Philadelphia, Pa		20+444	$4 00
Practitioner's Reference Book. By R. J. Dunglison. Second edition, revised and enlarged.	do	do	8vo	8+476	3 50
Descriptive Atlas of Anatomy. In 92 plates, containing 550 figures	J. B. Lippincott & Co	do	Roy. 4to		7 50
A New School Physiology. By R. J. Dunglison, M. D. Illustrated	Porter & Coates	do	12mo	314	1 50
Compend of Anatomy. By J. B. Roberts. For use in dissecting rooms and in preparing for examinations.	C. C. Roberts & Co	do	16mo	192	1 25
Index-Catalogue of the Library of the Surgeon-General's Office, United States Army Authors and Subjects. Vol. I. A–Berlinski Compiled under the direction of Dr. J. S. Billings.	Government Printing Office	Washington, D. C	8vo	5+126+888	
MUSIC.					
(See Archæology, Fine Arts, and Music.)					
NATURAL HISTORY.					
Manual of the Vertebrates. By Prof. David Starr Jordan. Third revised edition.	Jansen, McClurg & Co	Chicago, Ill			2 50
Naturalists' Directory for 1880. Edited by S. E. Cassino	S. E. Cassino	Boston, Mass	12mo	8+152	1 50
Guides for Science Teaching:					
No. 6. The Oyster, Clam, and other Common Mollusks. By Prof. Alpheus Hyatt. With 16 plates.	Ginn & Heath	do	16mo	65	Paper, 35
Bird Life in New England. By Elliott Coues and Winfrid A. Stearns. Illustrated.	Lee & Shepard	do	Cr. 8vo		
Life on the Seashore: or Animals of our Coasts and Bays. By James H. Emerton. Illustrated.	G. A. Bates	Salem, Mass	12mo	16+143	1 50
The Crayfish: Introductory to the Study of Zoölogy. By T. H. Huxley. Illustrated.	D. Appleton & Co	New York, N. Y	12mo	14+371	1 75
Life and Her Children. Glimpses of Animal Life from the Amœba to the Insects. By Arabella B. Buckley. Illustrated.	do	do	12mo		1 50
Mind in the Lower Animals in Health and Disease. By W. Lauder Lindsay, M. D. 2 vols.	do	do	8vo	17+543 / 6+571	4 00
Field Naturalist's Hand-Book. By Rev. J. G. and Theodore Wood	Cassell, Petter, Galpin & Co	do	8vo	108	2 00
Evidence as to Man's Place in Nature. By T. H. Huxley. Illustrated	J. Fitzgerald & Co	do	4to	33	Paper, 15
The Naturalist on the River Amazon. By H. W. Bates. In 2 parts	do	do	4to		Paper, ea. 15

Origin of Species: or, The Causes of the Phenomena of Organic Nature. By T. H. Huxley.	do	do	4to	28	Paper, 15
Friends Worth Knowing: Glimpses of American Natural History. By Ernest Ingersoll. Illustrated.	Harper & Bros	do	Sq. 16mo	258	1 00
Botany for High Schools. By C. E. Bessey. Illustrated	Henry Holt & Co	do	12mo	600	2 75
Comparative Embryology. By Francis M. Balfour. In 2 volumes. Vol. I	Macmillan & Co	do	8vo	11+492+22	4 50
Biblical Biology. By Rev. J. H. Wythe, A. M., M. D	Phillips & Hunt	do			10
Science of Life; or, Animal and Vegetable Biology. By Rev. J. H. Wythe, A. M., M. D. Illustrated.	do	do	8vo	4—295	1 50
Taxidermist's Manual. By T. Brown. With 6 plates. Twenty-eighth edition.	G. P. Putnam's Sons	do	12mo	9+204	1 25
Insects Abroad. By Rev. J. G. Wood. Illustrated with 600 figures by E. A. Smith and J. B. Zwecker.	George Routledge & Sons	do	8vo		4 00
Biological Atlas. A Guide to the Practical Study of Plants and Animals. By D. and A. N. McAlpine. With 24 plates.	Scribner & Welford	do	4to		3 00
The Child's Zoological Garden. With 200 illustrations	J. B. Lippincott & Co	Philadelphia, Pa	Sm. folio		2 00
Elementary Text Book of Botany. Translated from the German by Dr. K. Prantl. Translation revised by S. H. Vines. Illustrated.	do	do	8vo		2 25
Natural History of the Agricultural Ant of Texas. By H. C. McCook. Illustrated.	do	do	8vo		4 00
Popular Natural History. By Rev. J. G. Wood. New edition. Illustrated	Porter & Coates	do	12mo		1 75
Illustrations of Nests and Eggs of Birds of the United States: With text. By T. G. Gentry. Parts 1–6. To be completed in 25 parts.	J. A. Wagenseller	do	Each 4to	Each 12 pp. and 2 pl.	Each, 1 00
PHILOSOPHY AND LOGIC.					
Morals of Evolution. By M. J. Savage	G. H. Ellis	Boston, Mass	12mo	191	1 00
System of Moral Science. By Laurens P. Hickok. Revised with coöperation of Julius H. Seelye, D. D.	Ginn & Heath	do	12mo	288	1 12
History of Materialism. By F. A. Lange. With a criticism of its present importance. In 3 volumes. Vol. II.	Houghton, Osgood & Co	do	Cr. 8vo		3 50
Problems of Life and Mind. By George H. Lewes. Second part of the third series.	do	do	8vo	10+500	3 00
Brain as an Organ of Mind. By H. Charlton Bastian. Illustrated	D. Appleton & Co	New York, N. Y	12mo	10+708	2 50
Fundamental Concepts of Modern Philosophic Thought, Critically and Historically considered. By R. Eucken, PH. D. With an introduction by Noah Porter.	do	do	12mo		1 75
History of Philosophy in Epitome. By Albert Schwegler. Translated from the first edition of the original German by Julius H. Seelye, D. D. Revised from the ninth German edition by Benjamin T Smith.	do	do	12mo	469	2 00
Pathology of Mind. Third edition of the second part of the "Physiology and Pathology of Mind," recast, enlarged, and rewritten. By Henry Maudsley, M. D.	do	do	12mo	10+580	2 00
The Conservation of Energy. By Balfour Stewart. With appendix by Prof. Alex. Bain.	J. Fitzgerald & Co	do	4to	27	15
Data of Ethics. By Herbert Spencer	do	do	4to	47	15
Mind and Body: Theories of their Relation. By Prof. Alex. Bain	do	do	4to	26	15
The Theory of Thought. A Treatise on Deductive Logic. By Noah K. Davis	Harper & Bros	do	8vo	10+316	2 00
Studies in Deductive Logic By W. Stanley Jevons. Manual for students	Macmillan & Co	do	12mo	28+304	1 60
Ontology By H. N. Day	G. P. Putnam's Sons	do			1 75

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
PHYSICS.					
(See Mechanics and Physics.)					
POLITICAL AND SOCIAL SCIENCE.					
Modern Thinkers, Principally upon Social Science: What They Think, and Why. By Van Buren Denslow. With an introduction by Robert G. Ingersoll.	Belford, Clarke & Co	Chicago, Ill	12mo	384	$1 50
Socialism and Utilitarianism. By John Stuart Mill	do	do	12mo	300	1 25
Railroads of the United States. A Potent Factor in the Politics of that Country and of Great Britain. By Edward Atkinson.	A. Williams & Co	Boston, Mass	4to	92	Paper, 50
What is a Bank? What Service Does a Bank Perform? [Also] How Every Man May Become His Own Landlord. By Edward Atkinson.	do	do	8vo	38	25
The State of Prisons and of Child-Saving Institutions in the Civilized World. By E. C. Wines, D. D.	J. Wilson & Son	Cambridge, Mass	8vo	23+719	5 00
Ceremonial Institutions. By Herbert Spencer. Part IV of "The Principles of Sociology."	D. Appleton & Co	New York, N. Y	12mo	4+237	1 75
Financial History of the United States, from 1774 to 1789. By Albert S. Bolles	do	do	8vo		2 50
Progress and Poverty: Inquiry into Cause of Industrial Depression, and of Increase of Want, with Increase of Wealth; the Remedy. By Henry George.	do	do	8vo	8+512	2 00
Strategos: A Series of American Games of War, Based upon Military Principles. By Charles A. L. Totten. In 2 volumes. Vol. I, Text and Appendices. Vol. II, Plates, Tables, and Statistics.	do	do	4vo		3 00
Individual Rights. By Martin Ryerson	Authors' Publishing Company	do	12mo	62	Paper, 25
Government Class-Book: Youth's Manual of Instruction in Principles of Constitutional Government and Law. By A. W. Young. New edition, revised by S. S. Clark.	Clark & Maynard	do	12mo	279	1 20
Physics and Politics: An Application of the Principles of Natural Selection and Heredity to Political Society. By Walter Bagehot.	J. Fitzgerald & Co	do		29	15
History of Political Economy in Europe. By J. A. Blanqui. From the fourth French edition, by Emily J. Leonard.	G. P. Putnam's Sons	do	8vo	48+590	3 50
The Library of Political Education. First series:					
Politics for Young Americans. By Charles Nordhoff	do	do			
History of American Politics. By Alex Johnston	do	do			
Introduction to Political Economy. By Prof. A. L. Perry	do	do			3 00
Alphabet of Finance. By Graham McAdam	do	do			
Communism and Socialism in Their History and Theory. By Theodore D. Woolsey, D. D., LL. D.	Charles Scribner's Sons	do	12mo	7+309	1 50
An Introduction to Political Economy. By Prof. A. L. Perry. New revised edition.	do	do	12mo		1 50

First Principles of Political Economy. By Aaron L. Chapin, D. D. For use of high schools and academies.	Sheldon & Co	do	12mo	16+213	60
Politics and Schools. By Sydney G. Cooke	Davis, Bardeen & Co	Syracuse, N. Y	12mo	23	25
THEOLOGY.					
The Foundations. By J. Monro Gibson. Series of lectures on the evidences of Christianity.	Jansen, McClurg & Co	Chicago, Ill	16mo	204	1 00
Guide to the Study of the Authenticity, Canon, and Text of the Greek New Testament. By Edward C. Mitchell.	W. F. Draper / Thomas Nelson & Sons	Andover, Mass / New York, N. Y	12mo		
Logic of Christian Evidences. By G. F. Wright	W. F. Draper	Andover, Mass	12mo	14+312	1 50
True Story of the Exodus of Israel; with a Brief View of the History of Monumental Egypt. Compiled from the work of Dr. Henry Brugsch-Bey; edited, with introduction and notes, by Francis H. Underwood.	Lee & Shepard	Boston, Mass	12mo	260	1 50
An Encyclopædia on the Evidences. By J. W. Monser	John Burns	St. Louis, Mo	8vo	656	3 00
Hand-Book on Christian Evidence. By Lawrence W. Scott	do	do	12mo	314	1 50
How to Mark the Edge of a Bible: A simple means of ready reference for Bible students. By Jos. Clark, jr. Illustrated.	Essex Publishing Company	Newark, N. J	24mo	8	10
Bible Text-Book; [also] Bible Student's Manual. Revised edition. With 10 maps.	American Tract Society	New York, N. Y	8vo	192+40	90
How to Answer Objections to Revealed Religion. By Miss E. J. Whately. With a prefatory note by Rev. John Hall.	do	do	16mo	157	50
The Person of Christ: The Perfection of His Humanity Viewed as a Proof of His Divinity. By Philip Schaff, D. D.	do	do	16mo	8+285	1 00
Life and Words of Christ. By Cunningham Geikie, D. D. New edition	D. Appleton & Co	do	8vo	1258	1 50
Longer Epistles of Paul: Romans, I and II Corinthians. By Rev. Henry Cowles, D. D.	do	do	12mo	3+395	2 00
Notes on the Miracles of Our Lord. By Richard Chenevix Trench, D. D. New edition.	do	do	12mo		1 25
Notes on the Parables of Our Lord. By Richard Chenevix Trench, D. D. New edition.	do	do	12mo		1 25
Studies in the Mountain Instruction. By George Dana Boardman, D. D	do	do	12mo		1 25
Theological Unrest: Discussions in Science and Religion. By James A. Froude, G. P. Tait, and Rev. E. A. Washburne.	A. S. Barnes & Co	do	8vo	64	Paper, 25
Annotations Upon the Bible. By Matthew Pool New issue. 3 volumes	Robert Carter & Bros	do	4to	7+1031 / 1+1030 / 1+1008	7 50
Institutes of Ecclesiastical History, Ancient and Modern. By J. L. v. Mosheim, D. D. New and literal translation, with notes by James Murdock, D. D. 3 volumes in 1.	do	do	8vo	470+485 / +506	3 00
Evidential Value of the Acts of the Apostles. By Rev. J. S. Howson. Bohlen lectures, 1880.	E. P. Dutton & Co	do	12mo	186	1 00
Foundations of Faith. By Henry Wace. Bampton lectures for 1879	do	do	8vo	12+309	3 50
Life of Christ. By F. W. Farrar. New edition	do	do	12mo	502	1 00
Life and Work of St. Paul. By F. W. Farrar. New edition in 1 volume. With maps.	do	do	8vo	20+781	3 00
The Parables of our Lord Interpreted in View of their Relations to Each Other. By Henry Calderwood.	Macmillan & Co	do	12mo	15+443	2 00
A Compendium of Christian Theology. By William Burt Pope, D. D. 3 vols.	Phillips & Hunt	do	8vo		8 25
History of the Christian Church from its Origin to the Present Time. By W. M. Blackburn, D. D.	do	do	8vo	8+719	3 00
Outlines of Church History. By John F. Hurst, D. D. Revised edition	do	do	12mo	104	50

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
THEOLOGY—Continued.					
The Christian Preacher. By Howard Crosby. Yale lectures for 1879–'80	A. D. F. Randolph & Co	New York, N. Y	Sq. 12mo	195	$1 50
The Gospel Miracles in their Relation to Christ and Christianity. By W. M. Taylor, D. D.	do	do	12mo	3+249	1 50
The Bible, according to authorized version (A. D. 1611), with explanatory and critical commentary and revision of translation. Edited by F. C. Cook. New Testament. Vol. 2. St. John and Acts of the Apostles.	Charles Scribner's Sons	do	8vo	98+534	5 00
Commentary on the Holy Scriptures. By J. P. Lange. Translated, enlarged, and edited by Dr. Philip Schaff. Old Testament, vol. 15: The Apocrypha; with history, introduction, revision, translation, and notes, by Edwin Cone Bissell, D. D.	do	do	8vo	4+680	5 00
Discussions in History and Theology. By G. P. Fisher, D. D	do	do	8vo	10+555	3 00
Life and Writings of St. John. By James M. Macdonald, D. D. New edition. Maps and illustrations.	do	do	8vo	36+436	3 00
Natural Science and Religion. By Asa Gray, LL. D. Two Yale lectures	do	do	8vo	111	1 50
Origin and Growth of the Psalms. By T. C. Murray	do	do	12mo	8+319	1 50
Popular Commentary. Edited by Philip Schaff, D. D. Vol. 2. The Gospel of John and the Acts. With maps and illustrations.	do	do	4to	36+577	6 00
The Religion of Ancient Egypt. By P. Le Page Renouf. Hibbert lectures for 1879.	do	do	12mo		1 50
Sermons to Students. By Llewelyn D. Bevan, D. D	do	do	12mo		1 25
Studies in the New Testament. By Rev. Charles Robinson, D. D	do	do	12mo		1 50
History of the Book of Common Prayer. By Rev. C. M. Butler	Claxton, Remsen & Haffelfinger	Philadelphia, Pa	12mo	296	1 50
Analysis and Summary of Old Testament History, &c. By J. T. Wheeler	W. R. Work	do	12mo	373	1 25

TABLE XXVI.—*Improvements in school furniture, apparatus, ventilation, &c., patented in the United States in the year 1880.*

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Litle, John D	Petaluma, Cal	229, 619	Dividing compasses.
Read, W. G	San Francisco, Cal	229, 914	Geographical game card.
Gaylord, R. F	Hartford, Conn	230, 700	Erasive tablet.
Norton, E. E	Hartford, Conn	228, 923	Pencil sharpener.
Webb, R. L	New Britain, Conn	230, 374	Inkstand.
Millspaugh, C. W	Rowayton, Conn	235, 695	Music holder.
Carr, John I	Chicago, Ill	233, 069	Writing tablet.
Classen, August	Chicago, Ill	234, 247	Apparatus for teaching arithmetic.
McDonough, Thomas	Chicago, Ill	234, 050	Tellurian.
Rice, G. S	Chicago, Ill	228, 839	Music chart.
Rice, G. S	Chicago, Ill	223, 245	Music chart for key-board instruments.
Shannon, J. S	Chicago, Ill	234, 150	Binder for sheet music.
Latsbaugh, J. C	Decatur, Ill	229, 260	Ink well.
Davis, W. S	Highland Park, Ill	223, 636	Noiseless slate frame.
Griffin, L. F	Lake Forest, Ill	226, 842	School desk.
Fitts, George W	South Hampton, N. H		
Barrows, John F	Lincoln, Ill	228, 592	Combined tablet-holder and hand-stamp.
Fiske, B. A	Naperville, Ill	226, 607	Pencil and crayon holder.
Korns, L. F	Sycamore, Ill	230, 706	Fountain pen.
McClain, John C	Indianapolis, Ind	229, 545	Apparatus for illustrating the principles of music.
Fitch, Henry	Lawrenceburg, Ind	232, 482	Calculator.
Pagett, G. W	Oxford, Ind	232, 292	Inkstand.
Duret, J. S	Peru, Ind	233, 840	Calculator.
Siberling, Perry J	Waterloo, Ind	233, 378	Blackboard eraser.
Emerson, G. W	Afton, Iowa	230, 256	Metallic guard for book-covers.
Beach, Abel	Iowa City, Iowa	223, 960	Writing tablet.
Chambers, J. W	Baltimore, Md	229, 379	Music chart.
Highbarger, John L	Sharpsburg, Md	223, 589	Book holder.
Collat, Isaac	Boston, Mass	232, 335	Ink fountain.
Hastings, Horace L	Boston, Mass	225, 596	Blank music paper.
Libbey, S. P., and A. L. Parcelle.	Boston, Mass	230, 028	Ink fountain.
Lothrop, C. M	Boston, Mass	234, 878	Blotting pad.
Peabody, W. B. O	Boston, Mass	228, 273	Apparatus for assisting in drawing.
Wardwell, F. W	Cambridge, Mass	234, 096	Book-cover protector.
Lettenmayer, C. E	Somerville, Mass		
Rice, Henry C	Easthampton, Mass	230, 338	Pencil sharpener.
Mason, Nicholas	Somerville, Mass	232, 140	Geometrical puzzle block.
Tapley, Jesse F	Springfield, Mass	224, 806	Writing tablet.
Newman, E. P	Dimondale, Mich	235, 448	Copy book.
		236, 070	
Cleave, W. E., and H. Gordon.	Howell, Mich	223, 994	Musical chart.
Clark, A. J	Little Falls, Minn	225, 343	Book for holding blank forms.
King, J. R	St. Paul, Minn	235, 778	Calendar inkstand.
Jewell, J. B	Carrollton, Mo	226, 319	Slate frame.
Turner, T. H. B., and H. A. Logan.	Clinton County, Mo	231, 509	School desk and seat.
Reed, J. H	Cowles, Nebr	230, 817	Penmanship instructing chart.
Daugherty, W. B	Carson, Nev	234, 460	Book holder.
Baldwin, L. C	Manchester, N. H	227, 201	Heat regulator.
Downes, C. H	Jersey City, N. J	236, 005	Pencil case.
Downes, C. L	Jersey City, N. J	225, 214	Pencil case.
Hoyt, J. K	Newark, N. J	227, 012	Pencil-sharpening guide.
Hyatt, J. W	Newark, N. J	232, 721	Slate-pencil sharpener.
Livingston, F. M	Newark, N. J	229, 323	Pencil sharpener.
Becker, Frederick	Albany, N. Y	233, 198	Device for amusement and instruction.
Pruyn, R. C., and C. M. Hyatt.	Albany, N. Y	227, 574	Book slate.
Brown, M. W	Brooklyn, N. Y	227, 674	Slate frame.
Crandall, J. A	Brooklyn, N. Y	227, 492	Blackboard.
Dredge, Alfred	Brooklyn, N. Y	231, 703	Hand ruling pen.
Holton, F. H	Brooklyn, N. Y	233, 511	Erasive rubber.
Lane, George	Brooklyn, N. Y	235, 788	Pen wiper.
Lundqvist, A. T	Brooklyn, N. Y	235, 543	Ellipsograph.
Monaghan, Joseph	Brooklyn, N. Y	226, 768	Fountain pen holder.
Purdy, J. S	Brooklyn, N. Y	232, 545	Fountain pen.
Richardson, Henry J	Brooklyn, N. Y	235, 703	Instrument for computing time.
Rightmyer, William T	Brooklyn, N. Y	223, 388	Pen.
Tollner, Hugo	Brooklyn, N. Y	224, 250	Clamp for carrying school books.
Baldwin, J. F	Lockport, N. Y	233, 932	Ventilator for dwellings, &c.
Austin, J. A	New York, N. Y	233, 910	Blotter.
Bartlett, S. H	New York, N. Y	228, 972	Portable galvanic battery.
		228, 973	

TABLE XXVI.—*Improvements in school furniture, apparatus, &c.*—Continued.

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Benson, Henry C	New York, N. Y	235, 726	Pencil holder.
Benson, Henry C	New York, N. Y	223, 467	Lead and crayon holder.
Benson, H. C., and J. Hoffman.	New York, N. Y	223, 466	Lead and crayon holder.
Bowman, Claes W	New York, N. Y	235, 122	Lead and crayon holder.
Fraser, Harry	New York, N. Y	223, 498	Lead and crayon holder.
Gifford, J. H. and C. H.	New York, N. Y	232, 022	Combined portable health exercising and gymnastic apparatus.
Hafely, Alfred C	New York, N. Y	232, 007	Lead and crayon holder.
Herzog, August	New York, N. Y	233, 618	Draughtsman's triangle.
Hoffman, Joseph	New York, N. Y	223, 510 223, 511 223, 512 223, 513 225, 379 228, 897 235, 149 235, 150	Lead and crayon holder.
Hull, W. A	New York, N. Y	226, 317	Inkstand.
Jelliff, C. M	New York, N. Y	228, 642	Metallic self binder for books.
Möller, J. A	New York, N. Y	230, 036	Book cover.
O'Ryan, Frank	New York, N. Y	224, 945	Apparatus for illustrating the rules of perspective drawing.
Schilling, W. J	New York, N. Y	232, 211	Reservoir mucilage stand.
Sneider, Charles	New York, N. Y	235, 307	Combination pencil holder.
Sneider, Charles	New York, N. Y	229, 768	Combined blotter, rule, and paper cutter.
Sneider, Charles	New York, N. Y	234, 084 233, 814	Lead and crayon holder.
Suter, John	New York, N. Y	225, 732	Crayon sharpener.
Faber, J. E	Port Richmond, N. Y	229, 988	Lead pencil.
Du Brul, Napoleon	Cincinnati, Ohio	225, 215	School slate.
Iliff, Martha A	Cincinnati, Ohio	234, 781	Guide for pen holders.
Randolph, T. F	Cincinnati, Ohio	234, 332	Telescope attachment to surveyor's compasses.
Rapp, C. F	Cincinnati, Ohio	232, 416	School slate.
Reed, S	Cincinnati, Ohio	228, 559	Reversible slate.
Stewart, A. V	Cincinnati, Ohio	224, 965	Hinged slate.
Rowell, Henry L	Dayton, Ohio	224, 306	Hinged slate.
Van Houser, Henry	Dayton, Ohio	236, 119	Pencil-sharpening machine.
Walke, H. A	Hamilton, Ohio	235, 396	Fountain pen.
Greene, W. B	Marietta, Ohio	227, 894	Fountain pen.
Sprague, W. H	Norwalk, Ohio	235, 656	Penholder.
Allen, Charles E	Mansfield, Pa	231, 516	Multiplying-scale beam.
Davis, B. L	Petrolia, Pa	228, 448	Calculator.
Dodson, W. P	Philadelphia, Pa	228, 808	Blotter.
Harden, J. H	Philadelphia, Pa	230, 008	Parallel ruler.
Smith, B. H	Philadelphia, Pa	232, 309	Meridian attachment to transit instruments.
Willans, T	Philadelphia, Pa	223, 788	Fountain attachment for writing pens.
McElroy, H. H	Pittsburgh, Pa	226, 411	Arm rest for writers.
Thompson, George B	Pittston, Pa	227, 662	Slate frame.
Cross, A. T	Providence, R. I	229, 305	Fountain pen.
Darling, Samuel	Providence, R. I	230, 619	Graduated measuring rule.
Knight, G. H	Providence, R. I	230, 424	Inking pad.
Sullivan, C. P	Line Creek, S. C	228, 416	Adding machine.
Murphy, James	San Antonio, Tex	229, 740	Book rack.
Cushman, H. T	North Bennington, Vt.	233, 203	Combined ruler and pencil case.
Carser, B. G	St. Johnsbury, Vt	229, 962	Combined rule and scale.
Wilcox, J. H	Portsmouth, Va	224, 261	Inkstand.
Connell, J. H	Charleston, Kanawha C. H., W. Va.	231, 403	Pen fountain.
Bauman, John	Oshkosh, Wis	226, 155	Inkstand.
Johnson, Henry	Washington, D. C	234, 875	Mechanical accountant instrument.
Sigsbee, C. D	Washington, D. C	224, 962	Parallel ruler.
Twitchell, Lonsville	Washington, D. C	226, 942	Hand guide for use in teaching penmanship.
Ducker, W. A	Burgoyne, Ontario, Canada.	233, 737	Parallel ruler.
Mackinnon, Duncan	Lucknow, Ontario, Canada.	226, 618	Pen.
Gurd, W. J	Sarnia, Ontario, Canada.	229, 118	Interest calculator.
McBean, Cyrus	Toronto, Ontario, Canada.	233, 424	Ellipsograph.

TABLE XXVI.—*Improvements in school furniture, apparatus, &c.*—Continued.

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Oliver, George	City Road, County of Middlesex, England.	233, 541	Apparatus for use in gymnastic and other performances.
Glendenning, John	Norwich, England	224, 174	School desk.
Hofmann, Heinrich	Gotha, Saxe-Coburg Gotha, Germany.	234, 128	Inkstand.
Eppler, W. F	Herrstein, Germany.	231, 295	Book holder.
Bourquin, C. F	Cormondréche, Switzerland.	230, 227	Geographical clock dial.

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